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ABSTRACT

This report assesses the 1987 primary school (grades 1 through 6) curriculum in the Sultanate of Oman. The evaluation examined the degree of congruence between the designers' intentions (as expressed in learning objectives and recommendations for implementation) and the conceptions of administrators in the country's nine school districts and ministry of education. The instrument, designed to rate the curriculum components, addresses learning objectives, classroom activities, assessment, staff, facilities and equipment, textbooks, teachers' manuals, and curriculum content. Five conceptual factors were taken from the opinion survey and used as independent variables, and eight demographic variables were employed. One-way analysis of variance tests were done, and the signficances were tested by the Scheffe pairwise comparison test to identify the significantly different subgroups. The responses of teachers and administrators reflected more conformity and uniformity than those of the supervisors, who showed more variability in their age, experience, and social and educational backgrounds. The report is presented in two sections. Part I, the evaluation, contains six chapters and four pages of references. Part II comprises two appendixes: Appendix A contains the questionnaires used in the study; Appendix B consists of tables of frequency and of percentages for teachers, supervisors, and administrators. (JAM)

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Sultanate of Oman

Ministry of Education and Youth

EVALUATION OF CURRICULUM THE CASE OF OMAN:

PRIMARY LEVEL
PART I

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Sultanate of Oman

Ministry of Education and Youth

EVALUATION OF CURRICULUM THE CASE OF OMAN:

PRIMARY LEVEL
PART I

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1987

PREFACE

Primary education has become an activity of vast proporions in the Sultanate of Oman. Primary school is the most influential societal institution in children's lives by helping them to shape first and enduring views of themselves, to mold aspirations and skills, to introduce them to their country, their culture, the world, and the universe. The core of the primary school is the curriculum which integrates the educational goals, objectives, plans, strategies, and resources to endow the individual student with the values, skills, and competencies defined by the Omani society. Therefore, curriculum development is a dynamic process focused upon the social and economic growth of the Sultanate of Oman. Curriculum development in Oman has expanded the opportunities of children, maintained educational standards, and recognized that the contemporary primary schools must have bridges to both the past and the future.

The many phases of curriculum development have far-reaching implications for the Sultanate of Oman. From the first stage of the Omanization of the curriculum of the primary school in 1974 with the definition of educational philosophy and goals to the implementation of the curriculum objectives and materials in the primary school classroom in 1978, curriculum was recognized as the most sensitive aspect of educational development and change because it clearly emphasized human and social needs and values in a rapidly changing technological world.

For the past eight years the Omani curriculum designed for the primary schools has been utilized. The expected outcome from this curriculum is a new Omani generation that should have developed qualities, knowledge, and competencies to make important contributions to the economic and social development of the Omani society. It is now a propitious time to evaluate the primary school curriculum to elaborate its strengths and to identify weaknesses with respect to the stated curriculum objectives to indicate the extent to which these objectives have been met.

The rapidity of social, economic, and technological change in Oman during the present era will not have rendered the Omani curriculum obsolete for curriculum development and evaluation as dynamic processes will provide the responsive changes necessary for further progress. Therefore, this research project is consistent with Oman's on-going dedication to plan for quality in education.

We, educators, are endeavoring to enrich curriculum and thereby enable students to contribute to a vibrant Omani nation under the guidance of H. M. Sultan Qaboos, who has striven to lay the foundations of educational reform and the Omani renaissance.

Yahya bin Mahfondh AL. Mantheri

Minister of Education and Youth

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For their diligence and sustained efforts in checking the questions in each of the subject matter areas, administering the questionnaire in the various school districts, and recording the responses on the computer sheets, I give special thanks to the personnel of the Curriculum Department at the Ministry of Education and Youth.

For their observations of the new Omani curriculum, I thank all the teachers, supervisors, and administrators who responded to the questionnaires and facilitated the gathering of data for this research project.

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Chapter 1

THE EDUCATIONAL CONTEXT

Educational Development in Oman

Since 1970, educational development in the Sultanate of Oman has witnessed three distinctive stages. The first stage of educational development discharged during the years 1970 to 1975 by the Ministry of Education and Youth mainly aimed at providing opportunities for children to enroll in schools. Hence, a large number of schools were established in many parts of the Sultanate. The most distinctive feature of this plan was the emphasis on the quantitative aspects of education in order to provide, to the extent possible, equality of opportunity for Omani children.

The second stage of development in education was accomplished in the first five-year plan from 1976 to 1980. The main emphasis in this second stage was placed upon improving the quality of education in addition to providing more opportunities for children living in remote villages to attend schools. Balanced efforts in providing qualitative and quantitative education were stressed. During the period of this plan, considerable attention was also given to coordinate education to the economic and social development planning to prepare and train skilled manpower required for national development and to prepare teachers for primary education needs. In this plan, the first teacher education institute for Primary Schools was established.

The third stage of development in education was accomplished in the second five-year plan from 1981 to 1986. This stage had witnessed a great improvement in the educational system and organization, progress in curriculum structure and content at all levels of schooling, and development in methods of teaching through integrated in-service programs for teachers. In this stage of development, an important step was taken to enrich the quality of preparation of primary school teachers.

The basic feature characterizing the rapidly-developing educational movement in the Sultanate of Oman over the last sixteen years is that, from the moment of its inception, the movement adopted a clear-cut philosophy. This philosophy incorporates well-defined approaches and embraces general, fundamental principles from which all principal educational goals have been derived and formulated. The Omani philosophy of education is distinctive in that it is (1) humanistic in its pursuit of Oman's welfare among nations; (2) ambitious in seeking a better life for the people of Oman within the framework of characteristic beliefs and aspirations; (3) comprehenisve in developing the manpower needed for the labor market; and (4) cognizant of the principles of universality and integration, and in doing so accommodates the objectives of contemporary education throughout the world as well as the present needs of the Omani society.

Therefore, the Omani educational philosophy recognizes that various circumstances have for some years hindered Oman from keeping pace with the cultural adaptations which ordinarily occur during the passage of time. Since July 1970, Oman has been, and continues to be, dedicated to reconstruction and urbanization appropriate to its general development as a modern nation. Education is considered the basic means for developing human resources in any country. It is regarded as a long-range investment rather than an immediate service activity. Oman, as a developing country, acts on these premises, building its modern educational philosophy on the foundation of education for development and the belief that carefully planned education can make important contributions to the economic and social development of its society.

Educational Aims and Priorities

Inspired by Oman's philosphy of education and the national, social, and spiritual values it represents, the general aims of education were formulated deliberately to emphasize the following:

1. Education is a universal right for all members of the Omani society. The government considers itself responsible, with all the possibilities and educational institutions at its disposal, to meet each individual's need for education without limitations;

2. Each individual's abilities are to be developed, unrestricted by time or place, in order that each may learn and pursue educational progress all through life. Each person should be enabled to satisfy his needs for a uniform education covering all aspects of his personality and making him capable of effecting change in his environment;

3. The necessary manpower for all sectors is to be provided, for the sake of promoting the country's development plans and projects and for providing those facilities and ancillary aids for specialized and higher education as may be consistent with Oman's development requirements;

4. The Omani individual is to be enlightened about his rights, duties and obligations towards his own country and the greater Arab Motherland, leading to his comprehension that unity and collaboration among the Arab people are sources of power for him; and

5. The individual's ability to make use of his leisure time in useful and beneficial pursuits is to be encouraged, by means of creating suitable activities aimed at insuring the welfare and progress of both the individual and the society in which he lives.

Conscientiously applying these aims, Oman's educational leadership has achieved steady progress in state-wide education and individual development. All parts of the Sultanate are involved. In 1970, not more than 3 schools with a total enrollment of 909 students and a teaching staff of 30 were in existence. By comparison, in the academic year 1985-86, schools numbered 606 with a total enrollment of 221,694 male and female students. Of these 79.14 percent were in the primary level, 15.16 percent were in the preparatory level, and 5.63 percent were in the secondary level. Females accounted for 42 percent of the total number of students. Teachers numbered 10,131.

The second Five-Year Plan established these objectives for the 1981 to 1986 phase: (1) increased emphasis on the quality of education programs and facilities; (2) the diversification of secondary school options, relating them to the needs of the Omani society and its manpower development; (3) renewed efforts to balance educational development between the interior and populated areas; and (4) the establishment of priorities for higher education abroad, in conformance with the country's needs.

Secondary school education is not yet universally available in Oman, but rapid advances are taking place to meet this need. In addition, vocational training is rapidly expanding to help the Sultanate overcome the critical shortage of trained local manpower.

THE ORGANIZATION OF EDUCATION IN OMAN

THE ORGANIZATION OF EDUCATION IN OMAN

Governance

The Ministry of Education and Youth is responsible for primary, preparatory, and secondary education; teacher training; adult education; and eradication of illiteracy campaigns. Through a network of regional directors, the Ministry supervises the administration of educational programs and policies. A further system of supervisors has been initiated to monitor the standards and curriculum of the schools within a given region.

The Ministry of Social Affairs and Labor, charged with the responsibility of developing the nation's manpower skills, supervises vocational training and special training programs. Current plans call for the construction of additional vocational centers throughout the country. Priority is to be given to training in such fields as construction, electricity, mechanical engineering, clerical, agriculture, fisheries, and mining.

Other ministries supervise education related to their missions. Among them are the Ministry of the Sultan's Cabinet (or Diwan) Affairs, the Ministry of Health, and the Ministry of Defense. Sultan Qaboos University is entrusted with the overall responsibilities for university education.

Structure of the Educational System

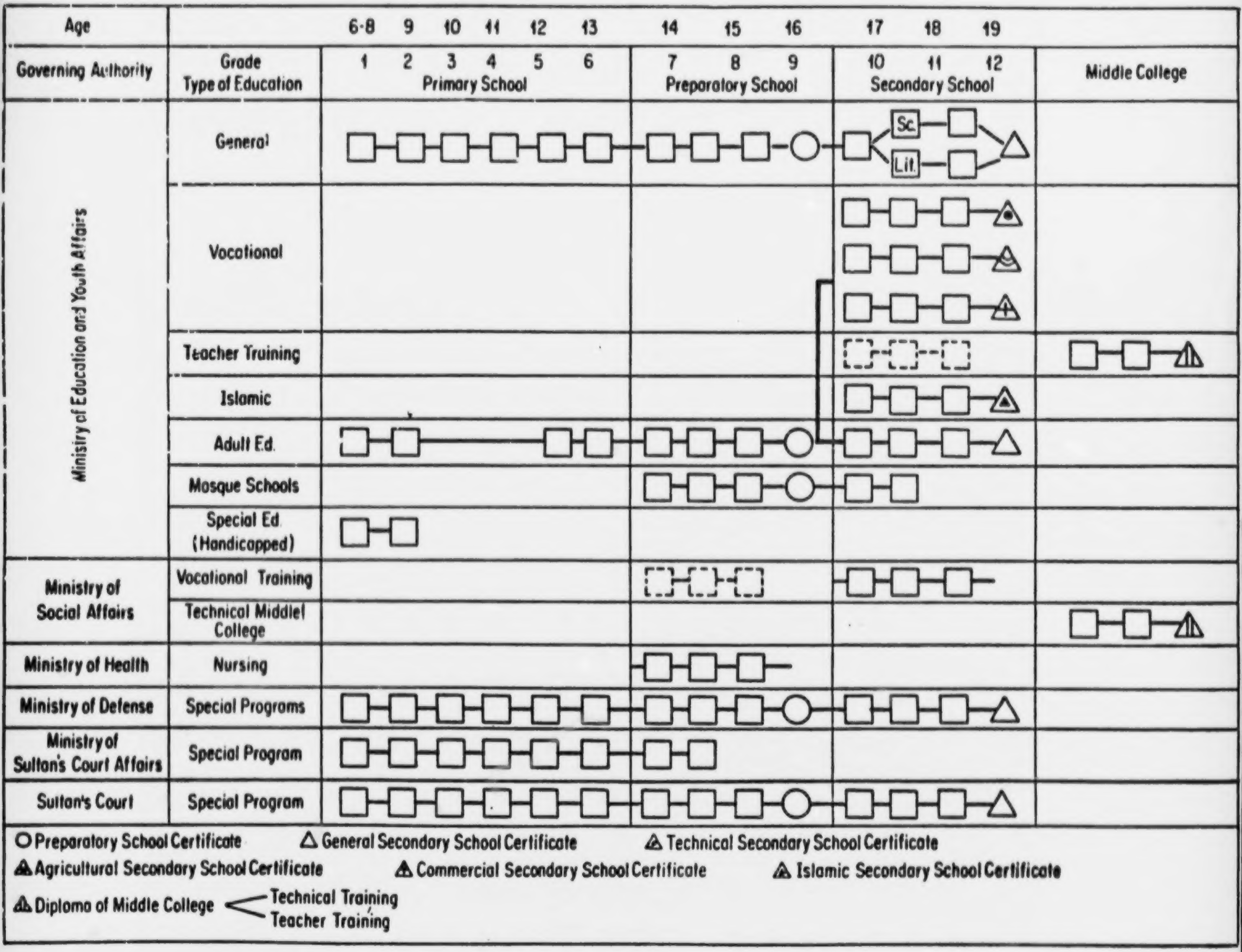
Education in Oman is based on a 6-3-3 structure: six years of primary education, three years of preparatory education, and three years of secondary education (see Figure 1). At the primary level, students receive instruction in the basic skills. At the preparatory level, they may pursue general education, health sciences, military studies, or vocational training. At the secondary level, they may pursue general or Islamic education (with humanities and science sections in the second and third years), teacher training, commercial education, agricultural studies, industrial education, vocational training, health sciences, or military science. The first university in Oman opened in 1986. Holders of the Secondary School General Certificate qualify for admission to this university.

General Education

Primary Education

Children whose age is not less than six years and not more than eight years (calculated as they commence at this level) are admitted in the first grade of primary school. Primary education is not compulsory. However, the percentage of Omani children enrolling in primary education continues to increase because of widespread enthusiasm for education. The children remain in the primary level for six years. Successful students are promoted to the first grade of the preparatory level.

FIGURE 1 Educational ladder of the Omani educational system


Age
6-8 9 10 11 12 13 14 15 16 17 18 19
Governing Authority
Grade
Type of Education
1 2 3 4 5 6
Primary School
7 8 9
Preparatory School
10 11 12
Secondary School
Middle College
Ministry of Education and Youth Affairs
General
Sc.
Lit.
Vocational
Teacher Training
Islamic
Adult Ed.
Mosque Schools
Special Ed. (Handicapped)
Ministry of Social Affairs
Vocational Training
Technical Middle College
Ministry of Health
Nursing
Ministry of Defense
Special Programs
Ministry of Sultan's Court Affairs
Special Program
Sultan's Court
Special Program
○ Preparatory School Certificate
△ General Secondary School Certificate
Technical Secondary School Certificate
Agricultural Secondary School Certificate
Commercial Secondary School Certificate
Islamic Secondary School Certificate
Diploma of Middle College
Technical Training
Teacher Training

Source: Ministry of Education, Sultanate of Oman.

As Oman's educational infrastructure has evolved, beginning with the 1970 expansion and extension of educational opportunity, the total number of registered primary school students has increased dramatically. The average annual number of registered students and the average annual admission of new students have also increased. In the academic year 1985-86, male and female students registered in the primary level numbered 175,452. A decade ago in the academic year 1974-75, there were 48,576 students registered. Obviously, the primary population has more than tripled in the ten-year period. By 1985-86, there were 326 primary schools (104 for boys, 118 for girls, and 104 for both sexes). (Most schools are segregated by sex, except in the rural areas where the shortage of facilities and staff necessitates shared schools. However, as school facilities and teachers come to the countryside, separate schools for boys and girls are becoming the rule.)

In the year 1973-74, primary level students accounted for 99.04 percent of the total number of students registered. This dropped to 79.14 percent in the academic year 1985-86, showing the proportionally larger expansion of preparatory and secondary education enrollment. Although the primary level continues to constitute the broad base of education, embracing the majority of registered students in education as a whole, it is clear that the shape of the educational pyramid is changing.

Initially, students completing six years of primary education took a national examination and, if successful, were awarded the General Primary Certificate before proceeding to the preparatory level. However, in 1976 the Ministry of Education eliminated this certificate. Presently, all students successfully completing the sixth grade become automatically eligible to enter the preparatory level.

Preparatory Education

Following primary education, students may progress to the three-year preparatory level. The preparatory level of education is comparatively new in the Sultanate's educational infrastructure. The curriculum stresses general education; however, it includes limited practical studies such as crafts and agriculture for boys and needlework and home economics for girls. Internal school examinations are given every year. Promotion to the next grade requires a passing mark in each subject.

Preparatory schools generally share facilities with a primary or secondary school. The first preparatory schools were established in 1972, one for boys and another for girls. By 1975-76, there were 23 preparatory schools (21 for boys and 2 for girls). The enrollment for these 23 preparatory schools was almost 1,100 students. The dramatic surge at the preparatory level continued in the following years. By 1985-86, there were 213 preparatory schools (94 for boys, 49 for girls, and 70 for both sexes).

Two model preparatory schools (in Sohar and Ruwi) follow the general education curriculum, but also include some technical training. Third-year students may sit for the General Preparatory School Certificate. Health science institutes of the Ministry of Health, military institutes, and vocational training centers of the Ministry of Social Affairs and Labor also offer instruction at the preparatory level. However, their graduates usually enter career paths rather than pursue certificate-granting programs at the secondary level. A few mosque schools offer an instructional program which combines the primary and preparatory levels. The emphasis is Islamic studies and the Arabic language rather than academic subjects.

At the end of the preparatory cycle, students sit for a national examination and, if successful, will receive a General Preparatory School Certificate. These students are then eligible to enroll at the secondary level. Students who fail the examination may not re-enroll as regular students.

There has been a phenomenal rise in the numbers of preparatory school students since the preparatory level was instituted in 1973. In the 1973-74 academic year, there was a combined total of 146 male and female students. In comparison, the 33,600 male and female students enrolled in the 1985-86 academic year represented 230 times the original number of students attending Oman's earliest preparatory school classes in the 1973-74 academic year. The total number of students (male and female) at the three educational levels rose from 10,177 in the 1979-80 academic year to 221,694 in the 1985-86 academic year.

According to Razik (1984), 48.9 percent of the students who began preparatory education in 1977-78 successfully completed the level in three years, but the percentage grew to 53.2 percent after four years, the maximum time allowed for enrollment in regular classes in this prepartory level.

Secondary Education

For the three-year secondary level, there is some degree of diversification in order to prepare students for the university or for careers. Secondary schools are segregated by sex and are sometimes housed in the same facilities with a preparatory school.

Secondary education in the Sultanate has a short history. Its actual beginning dates back to the 1973-74 academic year, when one class for the first secondary grade was opened with an enrollment of 25 students. Prior to that date, the preparatory level, which provides students for the secondary level, was still incomplete. Gradually, the number of students reaching the secondary level has increased, but it still constitutes a small percentage of the total student population. In 1985-86, the 12,330 secondary students comprised 5.5 percent of the total enrollment of 221,694 students in the Omani educational system.

Students passing the General Preparatory School Certificate examinations are admitted to the first year of secondary studies. They are distributed among the various types of secondary programs according to their certificate results and the available openings in the secondary schools and institutes.

During the 1980-81 academic year 81.7 percent of the preparatory school graduates, as indicted by Razik (1984), were enrolled in various secondary school programs. The distribution of these secondary school enrollees resulted in 47.8 percent in General secondary, 8.4 percent in Technical, 10.3 percent in Teacher Training, 4.6 percent in Islamic, and 10.6 percent in Adult programs. For the 1981-82 academic year, preparatory school graduates enrolled in secondary school programs increased to 93.2 percent. The distribution of these secondary school enrollees resulted in 68.0 percent in General Secondary, 6.5 percent in Technical, 13.9 percent in Teacher Training, 3.9 percent in Islamic, and 1.2 percent in Adult programs.

Razik's study (1984), indicated that 63.9 percent of the students who began secondary school in 1977-78 successfully completed the level in three years. The percentage increased to 67.4 percent after four years, the maximum time permitted for enrollment in regular classes.

Secondary education is divided into general secondary and specialized secondary. The general secondary curriculum consists of a one-year program in basic academic subjects, followed by a two-year program in the humanities or sciences. The specialized secondary curriculum includes the usual secondary school academic subjects, with an emphasis on Islamic, commercial, agricultural or industrial studies, or teacher training.

Teacher Education and Training

Training of Omani teachers for the primary schools was initiated in 1976-77. A secondary level Teacher Training Institute was established to accept graduates of the preparatory schools. The duration of this program was three years, after which the graduates received the "Secondary School Certificate for Teachers." In the 1979-80 school year, another program was added. This program accepted the graduates of academic secondary schools into a one-year program of teacher training.

As a step in the improvement and development of the teaching profession, the Intermediate Colleges for male and female teachers were established in 1984-85. These Intermediate Colleges accept secondary school graduates and train them to be primary school teachers. Subsequently, this step led to the phase out of the earlier Teacher Training Institutes.

The new Intermediate Teacher Colleges were introduced to develop well-rounded teaching professionals who have scientific and educational backgrounds as well as the ability to be social leaders in their local communities. This community emphasis is according to a plan for each of the nine school districts to satisfy its need for primary school teachers from its regional intermediate college.

Graduates of the Intermediate Teacher Colleges are trained to teach both the first three grades (first, second, and third) as classroom teachers as well as the higher grades (fourth, fifth, and sixth) as subject-matter teachers.

University Education

The foundation stone for the Sultan Qaboos University was laid in November 1982 and opened in September 1986. The university is composed of five colleges: Education and Islamic Sciences, Science, Medicine, Agriculture, and Engineering. A total population of 3,000 had been projected.

All university students study the same foundation courses regardless of their intended majors. This initial three-semester program was designed to improve the standards of English, consolidate the science background of students from diverse secondary schools, and include basic general requirements (e.g., Arabic, History of Oman, Islamic civilization, and English). Upon successful completion of the foundation courses, students will begin their studies in one of the five colleges mentioned above.

Literacy and Adult Education Centers

Education in these centers is divided into two levels. The first, for the duration of two school years, is concerned with the eradication of illiteracy among older citizens. The second level, conducted at the adult education centers, is designated for students who have reached fifth grade equivalency in their studies. The courses offered are identical to those offered in the fifth grade in the primary schools. In the adult education centers, education continues through the end of the secondary level. A learner may, therefore, obtain from these centers the relevant certificate evidencing completion of primary education, the general prepartory certificate, and the general secondary certificate. Adult education centers serve the purpose of providing an opportunity for those who, for any reason, have failed to enroll in the standard schools for general education.

Within the adult education framework, a Division for "Serving the Society" was established by the Ministry of Education and Youth. Its purpose is to link school and society, ensure mutual interaction, and enlighten citizens about their human and material potential. To realize this purpose, the Ministry exploits the communication aspect of the educational experience, by helping to change existing concepts where inaccuracies exist and by providing new models for conduct as appropriate. The ultimate goal is the development of a lively, creative consciousness among the people of Oman.

Other Types of Education and Training

Preparatory Religious Institutes in Mosques

Numbering seven, these schools combine the primary and preparatory levels and teach the same courses taught in the two levels in general education; however, there is an emphasis on two subjects, namely Islamic education and Arabic. In total, they have a student body of approximately 470 students.

Centers of Feminine Guidance

These centers are divided into two types: specialized and non-specialized. There are 4 specialized and 35 non-specialized centers in addition to 15 centers which were initiated and organized by self-motivated groups of women with special interests. The Ministry of Education and Youth provides meeting facilities, financial support, and sometimes leadership for these informal groups which may be devoted to learning special homemaking skills or crafts.

Special Education (School for the Handicapped)

Located at the captial, this school is known as "Hope for the Mute." It currently consists of two mixed classes for males and females. Its level is that of primary education.

EDUCATIONAL AND VOCATIONAL CENTERS AFFILIATED WITH OTHER MINISTRIES

Vocational Training Centers

Vocational Training Centers (VTC's) have been growing rapidly in numbers under the Ministry of Social Affairs and Labor, as the Sultanate seeks to develop a corps of skilled Omani workers and to reduce its heavy dependence upon expatriate labor.

The three-year vocational training program was open to primary school graduates. This program was upgraded; therefore, a preparatory education certificate is required for admission. Students may attend full-time during the day or part-time during the evening; however, only males are acceped as day students. Evening classes, more practical in orientation, are designed for women and other workers who wish to upgrade their skills or learn new ones. The duration of study in these centers is three years.

Omani Technical College

A post-secondary "Omani Technical College" opened during the 1984-85 academic year. This college is a two-year, post-secondary program, offering studies in fields such as electrical, electronics, civil and mechanical engineering technology, construction, and surveying. A one-semester orientation course precedes the two-year program. It includes an intensive study of the English language, which is the language of instruction, and provides an introduction to technology. In addition to the technical studies, the college offers various business courses, such as accounting, administration, banking, and hotel management.

Admission to the Omani Technical College is based on Secondary Industrial as well as Secondary General Certificate results. Selected advanced graduate students of the Omani Technical College may be allowed to enroll in the College of Engineering of Sultan Qaboos University. To encourage students to be enrolled in the Omani Technical College, stipends are provided. The Omani Technical College is also managed by the Ministry of Socail Affairs and Labor.

Institute of Health Sciences

The Institute of Health Sciences (IHS), under the auspices of the Ministry of Health, was founded in 1982 in the captial area and offers professional certificate programs. Prior to its establishment, nurses training was offered only at the Al-Rahma School of Nursing. The program for primary school grades at Al-Rahma, which opened as a two-year program in 1970, was lengthened to three years in 1976. The expansion of training facilities and programs for nurses and paramedical staff ranks high in the priorities of the Ministry of Health.

In the modern, fully-equipped Institute for Health Sciences, four training programs are now available: three-year programs for general nurses, laboratory technicians, and health assistants (pharmacy); and a two-year program for nursing assistants. A required six-month orientation course, which emphasizes English language study, prepares the students for the classes which are all taught in English.

Military Schools

The Forces' Education Center (FEC) provides general education and language training (Arabic and English) for primary school graduates. Specific job training follows in one of the several military training institutes in the Sultanate.

The Sultan of Oman's Air Force (SOAF) provides a 15-month technical training program for primary school graduates. The course includes general English, general science subjects, and a full trade training program.

The Sultan of Oman's Land Force (SOLF) provides a 15-month technical training program for primary school graduates who wish to be electrical and mechanical technicians. Instruction, of up to nine months, is offered in such fields as vehicle maintenance, carpentry, and welding.

The Royal Guard Boys' Technical School is a boarding school for boys who are related to active members of the

Sultan's armed forces. The curriculum includes a general education program in Arabic and a basic technical education program in English.

The Ghala Military School offers a program of secondary school studies.

Graduates of these training programs at military institutions are not likely to proceed to post-secondary institutions.

Miltary schools are managed by the Ministry of Defense.

Other Training Programs

Individual ministries and companies offer short-term training programs to upgrade employee skills. The Institute of Public Administration, under the aegis of the Civil Service, offers courses for clerical and administrative personnel employed by the government. Petroleum Development Oman (PDO) operates a training program for its technical and administrative staff. Among the other institutions which offer special training for their employees are Omantel (Oman Telecommunications), Oman Research Department (ORD), The Royal Oman Police, and the Oman Development Bank. These and similar programs are designed to provide job-related training and are not academic in nature.

CURRICULUM DEVELOPMENT

With the educational infrastructure in place in Oman, the Second Five-Year Plan (1981 to 1986) focused on the improvement of the quality of education. Prior to this time textbooks designed for schools in Kuwait and Qatar were utilized in Oman. However, these textbooks neither reflected the culture or the economic conditions nor the philosophy of education of Oman. The textbooks imposed an imported curriculum with the underlying goals and aims designated by other countries. Although extensive efforts were directed toward adapting and modifying the Qatari textbooks to achieve the Omani educational objectives, the persistent need to design an Omani curriculum consistent with the aims and priorities of the national development of Oman became apparent.

Efforts to develop an Omani curriculum began with the Minister of Education instituting a Consultative Committee for Curriculum to coordinate the diversified activities of a broad range of personnel from the various Omani ministries and government institutions plus subject matter experts. Their primary tasks were to survey the existing educational system; define the objectives for each subject matter area; and develop the curriculum for the primary, preparatory, and secondary levels.

From this first stage of the Omanization of the curriculum evolved the task of designing the learning activities, student textbooks, and teachers' manuals for the subject matter areas as specified by the objectives for the curricula of each of the educational levels. The student textbooks and teachers' manuals were field tested and revised. To facilitate the implementation of the new curricula slated for the 1978-1979 school year, special conferences were designated for training the teachers in the use of the new educational materials with special emphasis on the evaluation procedures to assess student mastery of subject matter objectives.

Present Status of the Omani Curriculum

The Omani curriculum designed for the primary, preparatory, and secondary schools has been utilized for the past eight years. At this time, it is necessary to evaluate the curriculum of the subject matter areas on all three levels: primary, preparatory, and secondary. Evaluation of the curriculum is especially important because neither a formative model of evaluation was proposed or followed during the process of design of the curriculum and production of materials nor was a summative model of evaluation proposed and utilized during the implementation of the curriculum. Therefore, the purpose of this present study is to evaulate the curriculum to identify the strengths and weaknesses of the curriculum with respect to the stated objectives and to indicate the extent to which these objectives have been met. Curriculum development is a dynamic process; therefore, from the statistical data of this present study, recommendations will be offered to reinforce the strengths of the Omani curriculum and to eliminate the obstacles that hinder the efficiency of fulfilling the objectives of the curriculum.

The evaluation of the Omani curriculum will proceed in three stages beginning with this present study that will concentrate on the primary level. Thereafter, the evaluation of the preparatory and secondary levels will proceed.

Chapter 2

CURRICULUM DEVELOPMENT IN OMAN

Developmental Background of the Omani Curriculum

The basic element of any nation's growth and progress is the development of its human resources. Education, the societal institution for human resources development, integrates the system of goals, objectives, plans, strategies, and resources to endow the individual with the values, skills, and competencies defined by the society. The core of any educational system is its curriculum which incorporates all these facets in a plan of action to facilitate learning outcomes. Therefore, curriculum development is a dynamic process for a nation whether it is at the onset of a development phase or has already reached a sophisticated level of development.

From the initiation of the Reform Movement in the Sultanate of Oman, the role of education in accomplishing the goals of the movement had been recognized along with the need for a curriculum designed specifically for the growth and development of the Sultanate of Oman. Thus, extensive efforts were channeled to curriculum development.

Prior to 1975, Oman utilized the Qatari textbooks. This practice imposed the Qatari curriculum in Oman where different goals and objectives had been specified by its own particular values and needs. By adapting and modifying the Qatari textbooks, some of the goals of the social and economic plans of the reform movement were achieved. However, it became evident that it was necessary to design an Omani curriculum.

With the decree of December 19, 1974, the Minister of Education in Oman formed a Committee of twelve members: the head of the curriculum division in the directory of research and development, as chairman; nine members from the technical staff in the directory of research and development; and two members from the department of illiteracy and adult education.

It was their responsibility to prepare working papers consisting of a statement of the Educational Philosophy and Policy of Oman; the major general goals of education; the goals and objectives for the primary, preparatory, and secondary levels of education; general principles to be considered in curriculum design for the schools; and the choice, organization, and time allocation of subject matter content in each subject matter area for each grade level.

In preparing the working papers, the above Committee relied upon the speeches of His Majesty the Sultan of Oman and on a working paper prepared by consultants to the Ministry of Education along with papers prepared by members of the directorate of research and development. Upon revision, the draft of the philosophy of education in Oman was distributed for survey purposes to the Ministries for the Sultani Court; Islamic Affairs; Justice; Interior;

Information and Cultural Affairs; Labor and Social Affairs; Public Works; Health; Agriculture, Oil, Minerials, and Fisheries; Commerce and Industry; Public Land; Transportation; and the Council of Development; Office of the Governor of the Capital City; and the Monetary Institute of Oman.

The responses of those surveyed were incorporated in the final form of the paper which delineated the philosophy of education, the major general goals of education; and the goals and objectives for the primary, preparatory, and secondary levels of education.

The working paper on the general principles to be considered in curriculum design for the schools; and the choice, organization, and time allocation of subject matter content in each subject matter area for each grade level was revised, and the final form was presented and approved by the Omani Committee on Education on May, 12, 1975. (Ministry of Education Report 1976, Arabic Origination.)

PHILOSOPHY AND GOALS OF EDUCATION IN OMAN

In a concise analysis of the Omani philosophy in _The Internal Efficiency of the Omani Educational System_, Razik (1984) describes it as "a clear cut philosophy of education that incorporates well-defined approaches, and embraces general, fundamental principles from which all principal educational targets have been derived and formulated" (p. 1). Four elements articulated in the Omani philosophy of education are that it is: (1) humanistic in its pursuit of

Oman's welfare among nations; (2) Arab-Islamic in obtaining its ideological and cultural inspiration from genuine Arab and Islamic values; (3) ambitious in seeking a better life for the people of Oman within the framework of characteristic beliefs and apsirations; and (4) endeavoring to realize the principles of universality and integration, and by doing so, accommodates the aims of contemporary education as well as the present and future needs of the Omani society.

Farhan, Saada, Abu Holow, and Maire (1985) identified several of the general ambitions and expectations of the Omani philosophy of education as curriculum guidelines as: (1) guidance for the holistic development (physically, mentally, spiritually, emotionally, and morally) of the Omani individual; (2) liberation and utilization of the energies of each individual in the development of a contemporary life-style within the values and traditions of the Omani society; (3) modernization of the Omani society through the development of scientific and technical skills and attitudes to achieve competence in a modern technological world; (4) achievement of economic progress that reflects higher national production and income and in a higher standard of living for the individual through development of social responsibility and awareness; and (5) strength for national unity, pride, and emphasis of the Omani heritage and its Arab and Islamic roots.

EDUCATIONAL AIMS AND PRIORITIES IN OMAN

Razik (1984) emphasizes that the general aims of education accommodate the national, social, and spiritual values by deliberately emphasizing the following principles:

1. Education is a universal right for all the members of the Omani society. The government considers itself responsible, with all the possibilities and educational institutions at its disposal, to meet each individual's need for education without limitations;
2. Each individual's abilities are to be developed, unrestricted by time or place, in order that each may learn and pursue educational progress all through life. Each individual should be enabled to satisfy his needs for a uniform education covering all aspects of his personality and making him capable of changing everything around him;
3. The necessary manpower for all sectors is to be provided, for the sake of promoting the country's development plans and projects and for providing those facilities and ancillary aids for specialized and higher education as may be consistent with Oman's development requirements;
4. The Omani individual is to be enlightened about his rights, duties, and obligations towards his own country and his larger Arab Motherland, leading to his comprehension that unity and collaboration among the Arab people are sources of power for him; and

5. The individual's ability to make use of his leisure time in useful and beneficial pursuits is to be encouraged, by means of creating suitable activities aimed at insuring the welfare and progress of both the individual and the society in which he lives.

There were several influences which were instrumental in generating the goals of education for the primary, preparatory, and secondary levels. The framework for the educational objectives and ambitions was formed by the prevalent social and economical trends and the Omani philosophy of education. Developmental needs of the learners, along with the discoveries in educational psychology and learning theories, were integrated into the objectives for the various levels of education. Knowledge in the present era is characterized by the scientific and technological aspects. The communications revolution facilitated personal access to information that had created an explosion of new ideas, techniques, and life styles. Also influential was the ambition of the Arab nations to provide an equal educational opportunity for each member of the society to enhance functional learning to achieve the development plans of the Arab countries. Thus, the process of education was centered on both the individual and his society, rather than only one of these, in order to satisfy the needs of both.

GOALS OF EDUCATION IN THE OMANI PRIMARY SCHOOL

Primary school is the basis of the infrastructure of Omani education because it is available to every child from the age of six to twelve. It is of dual importance because some children do not pursue further education upon completion of primary school. These six years of formal education must provide the skills and competencies for these individuals to join the work force. In addition, the primary school must also provide the knowledge and study skills necessary for those individuals who will progress to the preparatory schools. Within the educational framework, the goals of education for the primary school were designed to actualize the physical, intellectual, humanistic, and spiritual development of the student; to foster understanding of societal and universal responsibilities; and to develop national pride.

The acutalization of physical growth and development was provided by the objectives that promote the acquisition of knowledge of the biological development and functions of the individual along with recognition of the individual physical differences of others; the assimilation of the rules of personal and public hygiene, nutrition, exercise, safety, and measures to prevent diseases; and the integration of the attitudes of patience, endurance, courage, and fairness while participating in various sports as a means of developing psychomotor and manipulative skills which improve an individual's preciseness, speed, and coordination. Intellectual development was served by the objectives that emphasize the acquisition of perceptual acuity through the assessment of experiential situations by which the learner discovers an understanding of himself, his society, and life in general; the practice of the deductive and inductive modes to gain knowledge, make discriminative choices, solve problems, evaluate outcomes, and generate analyses and syntheses; the development of verbal skills through listening, reading, writing, and speaking; and the application of the individual's competencies and skills in reading, writing, and arithmetic to everyday situations and problems. Further, the intellectual objectives stressed the development of creativity and self-motivation.

To accomplish the development of the spiritual and affective domain of the learner's personality, the objectives stressed the acquisition, comprehension, and practice of the principles of Islam in his daily life; development of self-confidence to overcome fear, frustration, and failure; loyalty to his country and his Sultan; appreciation of beauty in all its facets in nature, music, art, and literature; adoption of the scientific method of thinking by reserving judgements prior to objectively investigating and evaulating situations; appreciation for the value of the individual and collaborative accomplishments; and enlightenment towards the Universe, life, and all men of the world.

The development of the societal domain of the learner's personality was provided by the objectives which develop moral and ethical principles of honesty, courage, honor, sincerity, and loyalty to engage in social interactions; knowledge of the heritage, progress, and future aspirations of Oman; preservation and conservation of the environmental resources; respect for the dignity of manual, technical, and professional work for the welfare of Oman; unification of Oman with the Arab world; and perception and comprehension of the necessity for mutual interactions between the Arab Islamic civilizations and other existing civilizations.

To transform the general goals of the primary school curriculum into instructional objectives and materials, the Ministry of Education and Youth in Oman contracted with a group of seven qualified Jordanian educators. The new trends in educational psychology and learning theories, along with the Oman philosopy of educations and general aims and goals, formed the basis for formulating the objectives for each subject matter area, designating the content for each level, writing the textbooks and teachers' manuals, and planning the teacher training program. During this process, the textbooks were submitted to subject area committees to elicit comments for revision purposes prior to finalization of the textbooks and other instructional materials.

General Objectives of the Islamic Education Curriculum

1. To strenghten the students' faith, belief, and love for Allah, as well as their belief in the cornerstones of Islam in a logical and rational manner.
2. To strengthen the students' pride in Islam by word and deed.
3. To develop the students' love for the Holy Qur'an so that they humbly listen to it to derive its meanings and learn how to recite it properly.
4. To strengthen the student's self-confidence and awareness of the Muslim community's need for him, and how he should, for this purpose, increase his piety and knowledge and work for the welfare of the Muslim community.
5. To develop the student's sublime Islamic ethics by word and deed.
6. To strengthen the student's relation with and love for for his parents and family.
7. To develop the students' understanding of Islamic decrees and their application in real life.
8. To develop students' perception of the justness of reward and punishment in Islam.
9. To enable students to realize that only Islam - and not any other principle - is capable of fulfilling the individual's psychological, intellectual, and social needs.

10. To enable students to realize Islam's supreme dedication and its call for incessant true knowledge.
11. To enable the students to realize the sublime status of women in Islam.
12. To enable students to realize Islam's dedication to health-promoting physical education.
13. To enable students to become aware of the conspiracies of Zionism and its attempts to destroy Islam.
14. To enable students to emulate the sublime character of the Prophet Muhammad (May Allah's Peace and Blessings be upon him) as well as the character of his companions.
15. To assist students to adopt Islamic habits in their behavior and dealings with other members of the society.
16. To enable students to perform their prayers and religious duties faithfully.
17. To enable students to work for the setting up of a truly Islamic society.

General Objectives of the Arabic Language Curriculum

1. To instill in the students a love and appreciation for the Arabic language as the language of the Qur'an and of Arab progress and Arab civilization, as well as a vehicle for modern civilization and technology. Therefore, each student should be able:
   a. To read aloud in an expressive way.
   b. To read silently with speed and understanding.

   c. To master the ability to listen politely and to deduce the basic elements of what he hears in order to respond accordingly.
   d. To express himself correctly in the oral and written modes.
   e. To develop an inclination for free reading.
   f. To master the art of writing aesthetically.
   g. To increase his vocabulary and use words appropriately.
   h. To master the Arabic syntax and parsing.
   i. To become acquainted with the various genres of Arabic literature.
   j. To acquire the ability to deduce meanings, to use the dictionary, and to master grammar, spelling, and punctuation.
2. To relate the student to his Arab and Islamic heritage.
3. To strengthen the brotherly Islamic ties and consolidate the efforts for realizing Arab and Islamic unity.
4. To develop the students' awareness of the Zionist schemes and instigate them to struggle against it.
5. To develop a generation that is fully aware of the accomplishments of Arab civilization and its constructive participation in human civilization.
6. To develop the students' appreciation of various varieties of Omani heritage.

7. To develop the students' objective understanding of his society and its natural wealth as well as its problems which require urgent resolution.
8. To expand the students' perceptions by instilling in them healthy directions with respect to behavior and appearance.
9. To deepen the students' commitment and ties to their families as well as to the principle of the family as an essential unit of society.
10. To develop in the students respect for work and workers.
11. To cause the students to believe in and work for the principle that stipulates that the welfare of the individual can only be realized through the welfare of the group.
12. To refine the students' aesthetics and emotions as well as their abilities to think freely and rationally.

General Objectives of the Mathematics Curriculum

1. To help the student perceive numbers and the decimal numeration system used in reading and writing numbers.
2. To help the student develop arithmetic skills needed to do some calculations in his mind, especially in the lower grade.
3. To help the student know measurement units and scales, especially those which are needed and used in everyday life and also to know the relations between those units.

4. To help the student develop skills in doing arithmetic and algebraic operations and to draw geometric figures.
5. To help the student to develop the ability to deduce the properties of the four operations on numbers and algebraic expressions and to deduce the relations between geometric figures.
6. To develop skills in using the various aids needed in doing mathematical problems, such as mathematical tables and calculations.
7. To identify the components of his environment through:
   a. Classifying figures based on a specific characteristic.
   b. Identifying properties of geometric figures and use of measurement in grasping the mathematical relations based on them.
   c. Developing desirable moral, social, and scientific attitudes such as precision, organization, patience, concentration, and cooperation.
   d. Using logical thinking in deducing new properties of the geometric figures based on their known properties.
8. To develop skills in using symbols through:
   a. Identifying the role of symbols in stating the mathematical relations and simplifying the solutions of mathematical problems.
   b. Solving the algebraic problems, equations, and inequalities.

9. To develop the skills needed for problem solving.
10. To develop the necessary mathematical knowledge needed in other subject matter areas in pursuing higher courses in mathematics.
11. To use mathematical logic in understanding and solving problems and in arriving at conclusions and in making judgements.
12. To develop thinking abilities by using the methods of estimation, rounding-off, comparison, equating, and perceiving relations.
13. To express one's ideas mathematically.
14. To identify the role of consecutive civilizations in enriching the mathematics knowledge, especially the role of the Islamic and Arab civilization.
15. To appreciate beauty through the study of geometry.

General Objectives of the Science Curriculum

1. To develop the students' interest in their natural environment through acquiring the appropriate scientific concepts and principles that help him to understand his environment and explain its phenomena in order to be able to adjust to its changes and to live in harmony with it.
2. To identify the natural resources in Oman and the Arab World and ways to preserve these resources and to perceive their role in raising the standard of living for both the individual and society.

3. To identify the dangers of pollution and ways to save the ecological balance of the environment.
4. To develop positive scientific attitudes of
    a. curiosity and mental openness,
    b. suspension of judgement,
    c. fighting superstition by relating events to their causes,
    d. adoption of the experimental approach
    e. keen observation,
    f. respect for other people's opinions and readiness to change opinions in light of available facts,
    g. cooperation and work in a group,
    h. independence.
5. To learn about scientific thinking and adopting it as a method of solving every-day problems.
6. To develop the creative abilities of the students.
7. To discover and develop the interests and capabilities of the learners.
8. To develop hygenic habits that encourage the natural, healthy growth of the learner through:
    a. learning about the body, its organs and development
    b. observance of the principles of good nutrition, public health and safety, and protection against diseases.
9. To develop the habit of scientific reading that leads to an appreciation of scientists in general and the Arab and Muslim scientists in particular.

10. To develop the manipulative skills of the student through making simple tools and doing simple experiments.

11. To develop the students' appreciation of work and respect of manual work and to understand the important role of work in accomplishing national progress.

12. To appreciate the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God.

General Objectives of the Social Studies Curriculum

Joint objectives to be realized by the social studies curriculum in league with the other subjects' curricula:

1. In the affective domain:
    a. firm belief in Allah and the Arab-Islamic principles and ethics - with a genuine understanding of the principles that promoted the spread of Islam as well as the elements which consolidate Arab unity
    b. loyalty and sense of belonging to the homeland with genuine love and appreciation through knowing it and being firmly connected with its land and cultural heritage while harboring feelings of true citizenship, responsibilities, rights, and duties; as well as faith in oneself and hopes for the future

c. loyalty to the Sultan as a symbol of homeland and a embodiment of the hopes and aspirations of the people

d. realization of the elements of national unity and a feeling of a common destiny

e. pride in the Arab-Islamic cultural heritage

f. firm belief that the Omani people constitute an inseparable part of the Arab nation

g. firm belief in family ethics and relations

h. acquisition of a developing potential for joint cooperative action

i. an understanding of the needs and aspirations of the Omani Arab society

j. genuine concern for observing the correct rules of social conduct in communicating and dealing with others, as well as deliberation in passing judgement, self-criticism, and admission of errors

k. respect for manual and vocational work

l. acquisition of correct trends and outlooks, e.g., democratic relations based on "shura" (consultation), social justice, equality, nonprejudice, strictness, leadership, respect for private and public property, and perfection in one's work

m. an aesthetic feeling, appreciation, and expression of beauty

2. In the cognitive domain:
    a. knowledge of one's self and society, as well as their interrelation
    b. acquisition of capability for direct and indirect observation, explanation, deductive and inductive reasoning, analysis, construction, creativity, and other types of mental operations - all in accordance with the students' mental development
    c. developing the capability for information gathering, pursuit of truths, criticism, independent thinking, and decisionmaking
    d. acquisition of a developing potential for self-education and independent outside reading
3. In the psychomotor skills and cognitive domains:
    a. practicing the actions related to the aforementioned affective and cognitive domains
    b. integrating the practical development and the rational development of mankind
    c. effective use of the different sense perceptions in matters related to social studies
    d. acquisition and positive and effective practice of the practical communication skills

Objectives specific to social studies for helping Omani students to realize the following:

1. In the domain of concept formation, research methods, and thinking:

a. understanding history and the significance of historical incidents by adopting an historical approach based on the availability of historical information and documents - while placing emphasis on reviving past glories
b. understanding the historical role of the Arab and Islamic nation in enriching and contributing to world civilization
c. perceiving the historical development of the Arab nation in vertical periods while indicating the horizontal development of some Arab countries, especially Oman
d. perceiving the dangers which have threatened and are threatening the Arab world, especially Zionist expansionism, and the efforts exerted to overcome these dangers
e. paying close attention the current events and understanding their significance
f. perceiving time and space relations in accordance with the students' mental development
g. acquiring the concepts, principles, and generalizations related to geography, economics, and sociology in accordance with the students' mental development
h. perceiving the concepts of development and planning and deducing their significance.

2. In the domain of human interaction with the environment and perception of the relationship between different environmental phenomena:
   a. adopting a gradual teaching approach that utilizes spheres beginning with the family and ending with the world at large - while perceiving the integrative relationsip and intellectual and material cooperation between countries of the world
   b. understanding the relationship and mutual effect existing between the family and school, on the one hand, and the local environment on the other
   c. perceiving the interaction between man and his environment in Oman and in some other environments as well
   d. learning of and appreciating the efforts of the Omanis in making the best use of their natural resources and environment
   e. safeguarding the environment and maintaining its incessant capacity for production
   f. perceiving and interpreting the relationships existing among the various phenomena
   g. perceiving the functions and characteristics of the governmental and social institutions and their relation with social functions.
3. In the domanins of cognitive and psychomotor skills:
   a. reading and interpreting geographical and historical maps

b. understanding the directions and scales and the various symbols used in maps in accordance with the students' mental development

c. understanding and making use of the primary given information, statistical data, and illustrations in their various forms

d. being capable of reading, understanding, and distinguishing the information given in maps and globes, as well as classifying it and interpreting it into words and symbols while observing and collecting the information derived from direct and indirect experiences, and then recording, reorganizing, and representing it on maps via appropriate symbols

e. determining, analyzing, and interpreting the geographical and astronomical locations on maps and globes in accordance with the students' cognitive development

f. acquiring the skills needed for surveying, studying, and understanding the significance of the different social phenomena and being capable of making correct social judgements

g. practicing the actions and trends related to the aforementioned objectives.

General Objectives of the English Language Curriculum

1. To increase the students' world knowledge.

2. To provide the students with a foundation of basic linguistic skills which will enable them to communicate orally and in writing with native and non-native. speakers of English in Oman and elsewhere:
   a. To master a content vocabulary of 500 words as well as basic syntactic patterns
   b. To read silently
   c. To respond, with understanding, to written texts
   d. To give oral instructions, directions, and descriptions
   e. To provide oral and written information about himself, his family, and his environment, his country, and neighboring countries
   f. To identify orally and in writing simple objects, processes, and procedures
   g. To give a short oral or written account of an incident or event
   h. To transfer information from one form to another
   i. To master the mechanics of neat cursive writing at a reasonable speed.
3. To enable the students to use appropriate language in specific formal and informal situations and contexts.

THE DESIGN OF THE OMANI CURRICULUM

During 1976-1977 curriculum designers translated the goals and objectives into educational practices, student textbooks, teacher's manuals, and other educational materials. By 1977-1978 curriculum development had progressed to specialized committees for subject matter areas. These committees designed five curricula, wrote twenty student textbooks, and sixteen teacher's guides for the primary level according to the curriculum development process recommended by Farhan et al (1985).

Weekly meetings were held by the subject area committees and the Omani Committee on Curriculum Development. The subject area committees designed the curriculum as an outcome of studying the Omani values and social norms, philosophy of education, previously utilized educational outlines, and the policy for the growth and development of the Sultanate as indicated in the speeches of His Majesty Sultan Qaboos. In addition, the subject area committees analyzed comparative curricula from neighboring Arab countries and studied the most recent trends in curriculum development. The Omani Committee on Curriculum Development met to assign the work to the subject area committees, supervise the revision of the preliminary drafts of the textbooks and materials produced by the subject area committees, and develop the process for implementation of the curriculum.

INTRODUCTION OF THE NEW OMANI CURRICULA TO THE EDUCATIONAL PERSONNEL

At the beginning of the 1978-1979 school year, a conference was held for the personnel who would direct the implementation of the new curriculum and educational materials. It was determined that the subject matter teachers, supervisors, and school headmasters were the crucial personnel for successful implementation of the new Omani curriculum. Further, it was stipulated that familiarization with the new curricula would be the first step of the process to insure that the classroom teacher understood the characteristics and features of the curriculum, the textbook, and teacher's manuals. Therefore, it was crucial to develop a plan to train the teachers in the effective use of the student textbooks, teacher's manuals, testing program, teaching aids, and yearly and daily lesson plans to successfully implement the curriculum. Farhan et al (1985) in a report of the conference recommended that implementation should be facilitated by the following recommendations.

A. The Department of Teachers Training should meet with the Educational Directors of the school districts to identify the centers for training in each district, designate from the Curriculum Department the supervisors and specialists to conduct the training sessions, and specify the length of time and the dates for training. Seminars, training sessions of two-to-three hours duration, group discussion of the content of the textbooks, visitations to other classrooms to observe implementation of the curricula should be the primary delivery strategies. The inclusion of new math concepts in the curriculum would necessitate special bi-weekly meetings for these teachers. In addition, school headmasters should attend a workshop to develop the competencies to perform as resident supervisors of the curriculum implementation. It was recommended that documentation of the proceedings of this conference should be printed in a booklet for distribution to all schools to be available to teachers and educators.

B. To improve the evaluation process the Department of Examination, in cooperation with the personnel of all strata of the Omani educational system, should assume the responsibility for training teachers in techniques to utilize the data from objective testing in either a diagnostic or remedial manner. This should be a high priority item because objective tests were the assessment method built into the new Omani curriculum.

C. Teaching aids which reflected the local environment should be integrated into the new Omani curriculum and would necessitate the Department of Curriculum, along with the cooperation of the subject specialists, supervisors, and teacher trainers, to produce a list of suggested teaching aids for each subject matter at each grade level with instructions indicating how to produce the

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teaching aids and how to utilize them to maximize learning.

D. Teachers should be assisted in preparing their yearly plan of teaching so that the environmental, psychological, and educational elements would be incorporated with the guidelines from the teacher's manuals. In addition, preparation of daily lesson plans should not only reflect the educational principles suggested in the teacher's manual but also include various models of instructional delivery.

E. To provide for enrichment of the new Omani curriculum, it would be necessary for the schools to provide references, journals, magazines, and books. On a trial basis the use of a rotating library for enrichment purposes was suggested for some of the school districts. Also, all science classes in the schools of Oman should be provided with the materials, teaching aids, and laboratory equipment necessary to effectively present and interact with the science curriculum.

F. It was recommended to the Teacher Training Institutes to initiate training that focused on the new curriculum and the teacher's manuals for the students.

G. The Departments of Curriculum and Teacher Training should provide orientation to the new curriculum for teachers recruited from other Arab countries prior to their placement in the schools.

H. The recommendation that would provide the foundation for implementation was that a unified opinion in relation to the Omani curriculum should be presented by the curriculum specialists and the supervisors from the Ministry and the school districts. All personnel should work as a team in presenting the various activites in teacher training, testing, and teaching aids. Specialists from the Ministry should be a part of in-school activities to observe the process of implementation. Further, it would be possible to identify problematic areas and devise strategies to improve the implementation process. This would facilitate cooperation among the various levels of educational personnel.

Although Farhan et al (1985) indicated that these recommendations were proposed at the conference held during the 1978-1979 school year, the new Omani curriculum was installed directly without any pilot of the curriculum materials. Prior to the conference, the drafts of the student textbooks and teacher's manuals had been reviewed by the curriculum specialists and their comments for revision had been forwared to the Omani Committee on Curriculum Development which supervised any modifications before the materials were prepared in their final printed form. This indicates that implementation of the new Omani curriculum had not proceeded according to the recommendations explicated at the conference.

Therefore, the teachers first became acquainted with the new student textbooks, teacher's manuals, teaching aids, testing methods, and teaching aids when they began teaching the new Omani curricula. However, the Department of Curriculum was assigned the responsibility of following up the new material during the successive years of implementation of the new Omani curriculum. This provided limited formative evaluation; in that, through a less stringent means, the Department of Curriculum gathered adequate information to modify student textbooks and teacher's manuals for the new yearly printings.

STATEMENT OF THE PROBLEM

The Omani curriculum designed for the primary schools has been utilized for the past eight years. At this time, it is necessary to evaluate the curriculum of the primary subject matter areas: Islamic Studies, Arabic, Mathematics, Science, Social Studies, and English. Evaluation of the curriculum is especially important because neither a formative model of evaluation was proposed or followed during the process of the design of the curriculum and production of materials nor was a summative model of evaluation proposed and utilized during the implementation of the curriculum.

PURPOSE OF THE STUDY

Therefore, the purpose of this present study is to evaulate the curriculum to identify the strengths and weaknesses of the curriculum with respect to the stated objectives and to indicate the extent to which these objectives have been met. Curriculum development is a dynamic processs; therefore, from the statistical data of this present study, recommendations will be offered to reinforce the strengths of the Omani curriculum and to improve the weaknesses that hinder the efficiency of fulfilling the objectives of the curriculum.

SIGNIFICANCE OF THE STUDY

The new Omani curriculum represents an enormous investment in terms of both human and financial resources. The expected outcome from this curriculum is a new Omani generation that should have developed qualities, knowledge, and competencies to make important contributions to the economic and social development of the Omani society. Therefore, there is a legitimate need to evaluate the curriculum to determine the extent to which it contributes to the realization of the Omani reform movement. Further, the rapidity of social, economic, and technological change during the present era may have rendered the Omani curriculum somewhat inadequate to enhance the development of Oman.

Chapter 3

REVIEW OF LITERATURE

Definition of Curriculum

Curriculum as a specialized field was initiated in the early twentieth century, more precisely in 1918, with the publication of two major works, Franklin Bobbitt's *The Curriculum* and the report, *Cardinal Principles of Secondary Education*, issued by the Commission on the Reorganization of Secondary Principles. The cardinal principles of secondary education were "health, command of fundamental process, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character" (p. 10). Educational offerings were to be judged by these cardinal principles. According to this report, the determinants of the objectives of the curriculum should be

> the needs of the society to be served, the character of the individuals educated, and the knowledge of educational theory and practice available. (p. 7)

Therefore, schools should derive their goals from the activities of the adults in society. Bobbitt's *The Curriculum* featured his idea that curriculum is defined by studying the activities of man to discover what forms of knowledge individuals need to know. Six years later, in 1924, Bobbitt published *How To Make a Curriculum* which identified 821 objectives for the curriculum writer. The emerging field of curriculum development became the dynamic force in teacher education, and curriculum revision at the local school level fostered teacher retraining.

The amorphous nature of the word "curriculum" reflects the wide variety of definitions suggested by various specialists who espouse diverse philosophical beliefs. However, some curriculum specialists with narrow perspectives hold to curriculum as subject matter areas taught in schools. Carter V. Good (1973), in his Dictionary of Education, describes curriculum as "a systematic group of courses of sequences of subject matters required for graduation or certification in a major field of study, for example "Social studies curriculum, Science curriculum...etc." Others have subscribed to more inclusive definitions. Hollis and Campbell (1935) defined curriculum as "all experiences children have under the guidance of teachers" (p. 66). Albert Oliver (1977) viewed curriculum in four parts: "the program of study, the program of experience, the program of services, and the hidden curriculum" (p. 8). This change to a more inclusive definition was clarified by Doll (1978) in his statement that

> The commonly-accepted definition of the curriculum has changed from content of courses of study and lists of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school. (p. 6)

Over the years specificity of structure, function, and aims refined the definition of curriculum. Ronald Doll

(1978) emphasized function in his defintion of the curriculum of a school as

> the formal and informal content and processes by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of that school. (p. 6)

Structure was featured in Taba's (1962) definition that

> All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of outcomes. (p. 10)

Mauritz Johnson, Sr. (1967) best highlighted the aims perspective by defining curriculum as "structured series of intended outcomes" (p. 130).

Although a great number of different definitions of curriculum exist, they share an important commonality; curriculum represents a plan for action and not the action itself which is instruction. Many specialists have attempted to emphasize the distinction between curriculum and instruction. Johnson (1967) used the implementation criterion to divide them by pointing out that "curriculum prescribes (or at least anticipates) the results of instruction and does not prescribe the means" (p. 130). Conversely, Taba (1962) viewed curriculum and instruction as two ends of a continuum and concludes that "where to draw a dividing line between them is relatively flexible and a matter of subjective judgement" (in Razik 1974, p. 130).

CURRICULUM DEVLEOPMENT

If curriculum is considered as a plan for providing adequate learning experiences for learners in formal educational settings, then curriculum development is the dynamics by which this plan is prepared, implemented, and continued progressing toward its objectives and goals. Curriculum describes a product; curriculum development describes the process by which this product is produced. Some specialists prefer curriclum engineering because this title emphasizes the influence of technology in the process of curriculum development.

The system that represents curriculum development, or engineering, according to P. Oliva (1982), consists of three phases: "planning or design, implementation or action, and evaluation or control and judgment" (p. 25). Arieh Lewy (1978) suggested six stages of curriculum development: "determination of general aims, planning, tryout, field trial, implementation, and quality control" (p. 15). From a systems perspective, it should be noted that these stages are neither hierarchical nor linearly sequential, as some components may proceed parallel to each other or some of the later components may come before the leading components. The whole system may be considered as cyclic.

MODELS OF CURRICULUM DEVELOPMENT

Curriculum development is viewed by most educators as the process of making programatic decisions and of revising the products of those decisions on the basis of continuous and subsequent evaluation; a model is perceived as giving order to this process (P. Oliva, 1982). Although an abundance of curriculum development models exist in the literature, there is a predominance of similarities among them. The salient differences among the curriculum development models are a result of the individual modelbuilder's emphasis of his or her own points of special interest. Categorization of curriculum development models may proceed according to emphasis on the decisionmaker, emphasis on the elements, sequence, and nature of the curriculum development process, and emphasis on the human factor in the change process.

Smith, Stanley and Shores (1957), using the decision-making criterion to categorize models, identified three categories: the administrative model, the grass roots model, and the demonstration model. Razik (1977) presented an account of these three models but warned that "all models of curriculum development represent theoretical prototypes which rarely, if ever, occur in pure form when put into practice" (p. 6).

The Administrative (Line-Staff) Model

This model was considered by Razik (1974) to be the earliest, most familiar pattern of curriculum development. It utilized a "top-down, line-staff" procedure, and the whole development project was usually initiated by the top-level official, i.e., a superintendent of education in the decentralized educational system of the United States or a Minister of Education in a centralized educational system in many of the developing nations. Upon this official's decision that a program of curriculum development and implementation is necessary, he arranges meetings with key subordinates to form a steering committee ("usually called the high consulting committee in the Arab countries") (p. 7.).

The charge of the steering committee is to formulate general plans, develop guiding principles, and prepare a statement of philosophy and objectives for the entire school system. In addition, the steering committee may provide for the selection and organization of working committees to formulate plans, principles, and objectives of the curriculum, content learning activities, and so forth - all in accordance with the policy guidelines formulated by the steering committee.

Upon completion of the curriculum construction process by the appointed working committees, the documents which they have prepared are reviewed by the steering committee to ensure that these documents conform to the policy guidelines. The steering committee also coordinates the work of the various working committees to ensure the coherence of the scope and sequence of the whole program. In addition, the steering committee makes the necessary emendations of style and form during preparation of materials for publication. The steering committe may supervise the installation of the curriculum or appoint another committee or division to accomplish this task.

In the implementation phase, the committee acquaints the personnel who were not engaged in the production of the curriculum with its philosophy, goals, objectives, and methods and techniques of implementation. The last task of the steering committee, or its appointed subcommittee, is to monitor the effectiveness of the curriculum in schools through class visits, discussion, pupil evaluations, and other means. As indicated by the results of the monitoring process, modifications must be made in the curriculum.

Razik (1974) summarized the weak points of this model by stating that

> since curriculum development in the administrative model is conceived, initiated and directed from the top downwards along hierarchical line-staff channels, it has been widely criticized as being undemocratic in principle. (p. 8)

He also added that

> experience with the model has shown that it is not a very effective means for bringing about and sustaining significant curriculum change. The reasons are fairly complex and have a great deal to do with the fact that curriculum change is "people change" and cannot be brought about merely by organizational manipulation. (p. 8)

Zais (1976) criticized the uniformity assumption of the administrative model wherein curriculum change takes place uniformly at a given time throughout the school system. He stated that

> As experience in curriculum programs increased, the concept of change on a "uniform front" was one of the points at which radical modifications

> occurred. Thus, there developed the concept of change on a "broken front." (pp. 448-449)

As a result of the criticism noted above, the administrative model is rarely advocated among curriculum specialists, yet many school systems use it with varying degrees of authoritarian nomenclatures to "get the job done."

The Grass Roots Model

In contrast with the administrative model, the "grass-roots" model, initiated by teachers in their individual schools, employed democratic group methods of decisionmaking, proceeded on a broken front and was geared to the specific curriculum problems of a particular school or classroom. Razik (1974) determined that

> the intensely democratic orientation of the grass-roots model is responsible for generating what have probably become the curriculum establishment's two least questioned axioms: first, that a curriculum can be successfully implemented only if the teachers have been intimately involved in the construction and development processes, and secondly, that not only professional personnel, but students, parents and other lay members of the community must be included in the curriculum planning process. (p. 10)

Although neither of these axioms has been satisfactorily demonstrated in practical curriculum development projects, this does not mean to deny the role these groups can play in curriculum development, but refers to the failure of specifying accurately and precisely those roles.

The primacy of the teacher as the key to effective curriculum engineering was based on a Smith, Stanley and Shores' (1957) discussion that

> 1. The curriculum will improve only as the professional competence of teachers improves.
>
> 2. The competence of teachers will be improved only as the teachers become involved personally in the problems of curriculum revision.
>
> 3. If teachers share in shaping the goals to be attained in selecting, defining, and solving the problems to be encountered, and in judging and evaluating the results, their involvement will be most surely assured.
>
> 4. As people meet in face-to-face groups, they will be able to understand one another better and to reach a consensus on basic principles, goals, and plans. (in Razik, 1974, p. 11)

Razik (1974) determined that

> The primary weakness of the grass-roots model of curriculum engineering is that it applies the method of participatory democracy to a highly technical, complex and specialized process, a one man - one vote rationale will not necessarily result in good decision making in situations where it is necessary to bring to bear the authority of specialized knowledge. (p. 11)

He also called for far more precise definition of the roles and functions of teacher, community, and student groups to ensure democratic decisionmaking without the drawbacks mentioned above. Despite the criticisms against the grass-roots model, it should be noted that it contributed immeasurably to broaden the base of curricular decisionmaking and to increase responsiveness of curricula to community desires and responsiveness of community to curriculum changes.

The Demonstration Model

Because curriculum changes are usually perceived as threats to the security, status, and general welfare of the people affected by them, the demonstration model introduced these changes on a small scale. Smith, Stanley, and Shores (1957) identified two forms of the demonstration model. In the first, a separate unit of teachers was organized within the school and charged with the development of an experimental curriculum project as a research and development team. The newly developed segments of curriculum were presented to their colleagues in the hope that they would adopt the curriculum segments.

It should be noted that this form of the demonstration model was not very different from the administration model in the way that the decisions were made or the way that the teams were formed. The only difference was in the small-scale characteristic of this form.

The second form was less formally constituted than the first in the sense that the change was initiated by a small group of dissatisfied teachers on their own. The more successful units produced through this informal research and development were presented to other teachers in the hope that they would adopt them. It should be noted that this form is not very much different from the grass-roots model.

Razik (1974), after Smith, Stanley, and Shores (1957), identified several advantages associated with the demonstration model. First, because the curriculum produced by this approach had undergone testing in a protected, experimental situation, it could provide a school, or school system, with workable alternatives to present practices. Second, changes introduced by this model were in the form of specific, workable segments which tended to mitigate the head-on resistance that often develops in the face of proposals for total or systemwide revisions. Third, the small scale nature of this model facilitates the "broken front" approach to curriculum innovation that avoided the hiatus between document production and implementation that was inherent in the administrative model. Finally, the demonstration model, especially in its grass-roots form, capitalized on the initiative and resourcefulness of teachers and geared the administrative resources to the needs and interests of teachers in the development of new programs.

The principal weakness of the demonstration model lies in the fact that it created new antagonisms to replace the ones that it had avoided. Smith, Stanley, and Shores (1957) noted that

> Teachers who are not participants in the development process perceive the experimenting teachers with suspicion and distrust. Resentments like these don't look well for the adoption of even the most meritorious curriculum innovations. (p. 436).

Razik (1974) suggested, as a remedy to these resentments, that provision for open lines of communication between the participant teachers in the development process and the regular faculty, parents and students must be established to allow participant teachers opportunities to demonstrate to the others the merit of the experimental work in order to prevent, or neutralize, resentments.

Elemental or Sequential Model

In this group of curriculum development models, the curriculum specialists who originated them were not interested in the management and decision-making policies, but in the areas of decisionmaking and the sequencing of processes that in their integrity were called curriculum development, or curriculum engineering. Most of the curriculum designers who fall within this category were of the behavioristic orientation and adopted the systems approach. The learners were considered as input into the system with the aim of affecting changes to produce an output with a specific characteristic. This operation, in their opinion, was done through a sequence of well-designed processes. The curriculum designers differed in the way they viewed the nature of the sequence as linear or cyclic and whether it proceeded from global processes to detailed ones or vice versa. Four models were encompassed by this category.

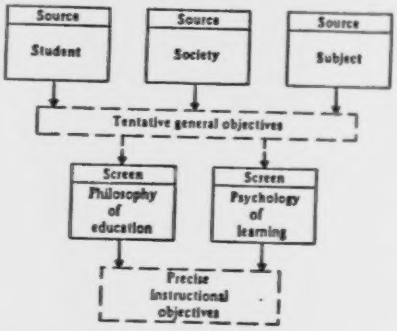
Tyler's Model

Considered as one of the best known models with special attention given to the planning phases, Tyler's model was one of the most widely practiced models of curriculum development, especially for the selection of objectives.

In his curricular rationale, Tyler (1949) identified the sources for gathering data to enable the developer to identify a set of potential objectives. These three areas were the learners, the contemporary life outside the school, and the subject matter.

After identifying numerous general objectives from these three sources, the curriculum planner would refine them by filtering them through two screens: the educational and social philosophy of the school and the psychology of learning. The set of objectives that successfully passed through the two screens became the specific objectives of the curriculum to be developed. Tyler called these objectives goals or educational objectives or instructional objectives. Tyler's curricular rationale is depicted in Figure 2.

FIGURE 2 Tyler's curricular rational


Source
Student
Source
Society
Source
Subject
Tentative general objectives
Screen
Philosophy of education
Screen
Psychology of learning
Precise instructional objectives

Source: R. W. Tyler, in P. F. Oliva, 1982.

Tyler advised the curriculum planners to analyze each of the sources of curriculum objectives as follows:

1. The learners: The curricular planner should analyze data relevant to the learners' total range of needs and interests, educational, social, occupational, physical, psychological, and recreational. This may be done through observations by teachers, interviews with

students and parents, and questionnaires and other known tools for collecting data.

2. The contemporary life outside the school: The curriculum planner should analyze both the local community and the whole society in the areas of health, family, recreation, vocation, religion, and civil roles, to identify the beliefs and traditions, values, and needs of the community on both levels.

3. The subject matter area: The curriculum developer in this area must play the role of a subject matter specialist and analyze the nature, logic, and sequency of the subject matter area.

The philosophical and psychological screening provided by the Tyler model was meant to eliminate unimportant and contradictory objectives.

Tyler urged the curriculum planner to formulate an educational and social philosophy and to outline their values. He illustrated this task by emphasizing four democratic goals. (Oliva 1982).

Philosophical Screen

1. The recognition of the importance of every individual human being regardless of his race, nationa, social, or economic status.

2. Opportunity for wide participation in all phases of activities in the social groups in the society.

3. Encouragement of variability rather than demanding a single type of personality.

4. Faith in intelligence as a method of dealing with important problems rather than depending upon the authority of an autocratic or aristocratic group.
(Tyler, 1949, p. 33-36)

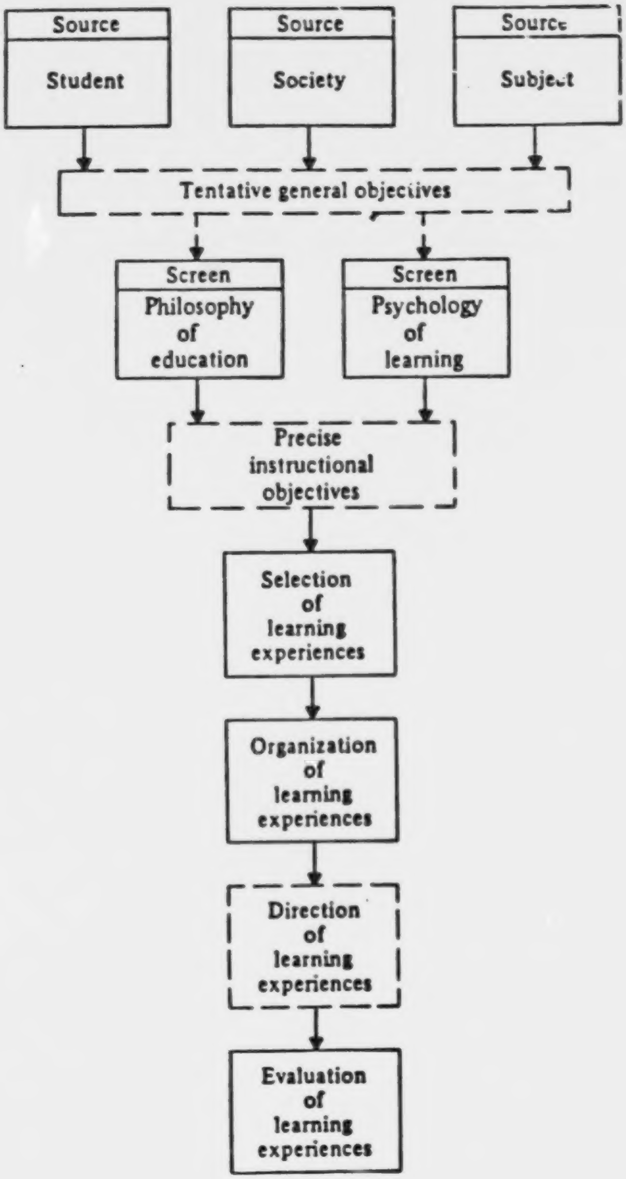
To apply the psychological screen, the curriculum developer should specify the principles of learning believed to be sound on the basis of adequate knowledge and training in the fields of educational psychology and human growth and development. Tyler explained the significance of the psychological screen in the following three points.

> Psychological Screen
>
> 1. Knowledge of the psychology of learning enables us to distinguish changes in human beings that can be expected to result from a learning process from those that cannot.
>
> 2. Knowledge of the psychology of learning enables us to distinguish goals that are feasible from those that are likely to take a very long time or are almost impossible to attain at the age level contemplated.
>
> 3. Psychology of learning gives us some idea of the length of time required to attain an objective and the age level at which the effort is most efficiently employed. (Tyler, 1949, p. 35).

Tyler's model included more planning steps that follow the selection of objectives. These are included in Figure 3.

Foshay, in a paper written in 1961, indicated that there were three critical elements with which curriclum planners must deal. These were knowledge of the child, knowledge of society, and knowledge of the nature of organized knowledge. Foshay's third element, knowledge of the nature of organized knolwedge, marked a shift in thinking about subject matter (Al Ibrahim, 1980, p. 48). Neaglay and Evans (1967, p. 6) had called this a shift from subject-centered curriculum development. Their view was that the discovery of a discipline as a way of making knowledge rather than learning facts was the central element of this new approach. Bellack described this shift as

FIGURE 3 Tyler's curricular rational (expanded)


Source
Student
Source
Society
Source
Subject
Tentative general objectives
Screen
Philosophy of education
Screen
Psychology of learning
Precise instructional objectives
Selection of learning experiences
Organization of learning experiences
Direction of learning experiences
Evaluation of learning experiences

Source: R. W. Tyler, in P. F. Oliva, 1982.

> The aim is to introduce students to the universe of discourse, or more grandly the ways of life, represented by the fields of scholarship. Students are to engage in activities patterned after those of practicing physicists, chemists or economists. Whereas formerly factual and descriptive content of the various fields was stressed, now the emphasis is on the basic concepts and conceptual relationships that scholars in the various fields use as intellectual tools to analyze and order their data. (Neagley and Evans, 1967, p. 8)

Many of the innovations of the 1950's, the new math, audio-lingual foreign language instruction, and the plethora of science programs were devised by the subject matter specialists. This demonstrated the impact of Tyler's model on curriculum development in that era. It also indicated the effect of the shift from the concept of subject matter as facts into a discipline with its concepts and processes and conceptual sequencing. This phenomena dominated curriculum development projects throughout the late 1950's and early 1960's.

One of the primary criticisms of Tyler's model, including the modified models that followed his conceptualizations, was that it separated knowledge into separate areas or disciplines. A subject matter area, or discipline, could work on the basis of developing specific curricula, such as a science curriculum or mathematics curriculum. However, it was not a good basis for designing global curriculum for a level of education, i.e. the primary school. Johnson (1967) emphasized this fact in this comment that "The only possible source [of curriculum] is the total available culture, while the organized subject matter or disciplines can only be considered a source of curriculum items" (p. 132). By his comment, Johnson considered a curriculum in a specific subject matter area as an item in the whole, or global, curriculum for a level of schooling. Tyler's model was lacking the intergration of the three types of knowledge.

Another criticism of Tyler's model lies in its linearity as indicated by Soto, who in cooperation with Tyler, in 1969 developed a model that elminated the linearity and identified the interrelationships among the variables of the system as shown in Figure 4. Soto's model is characterized by the following features

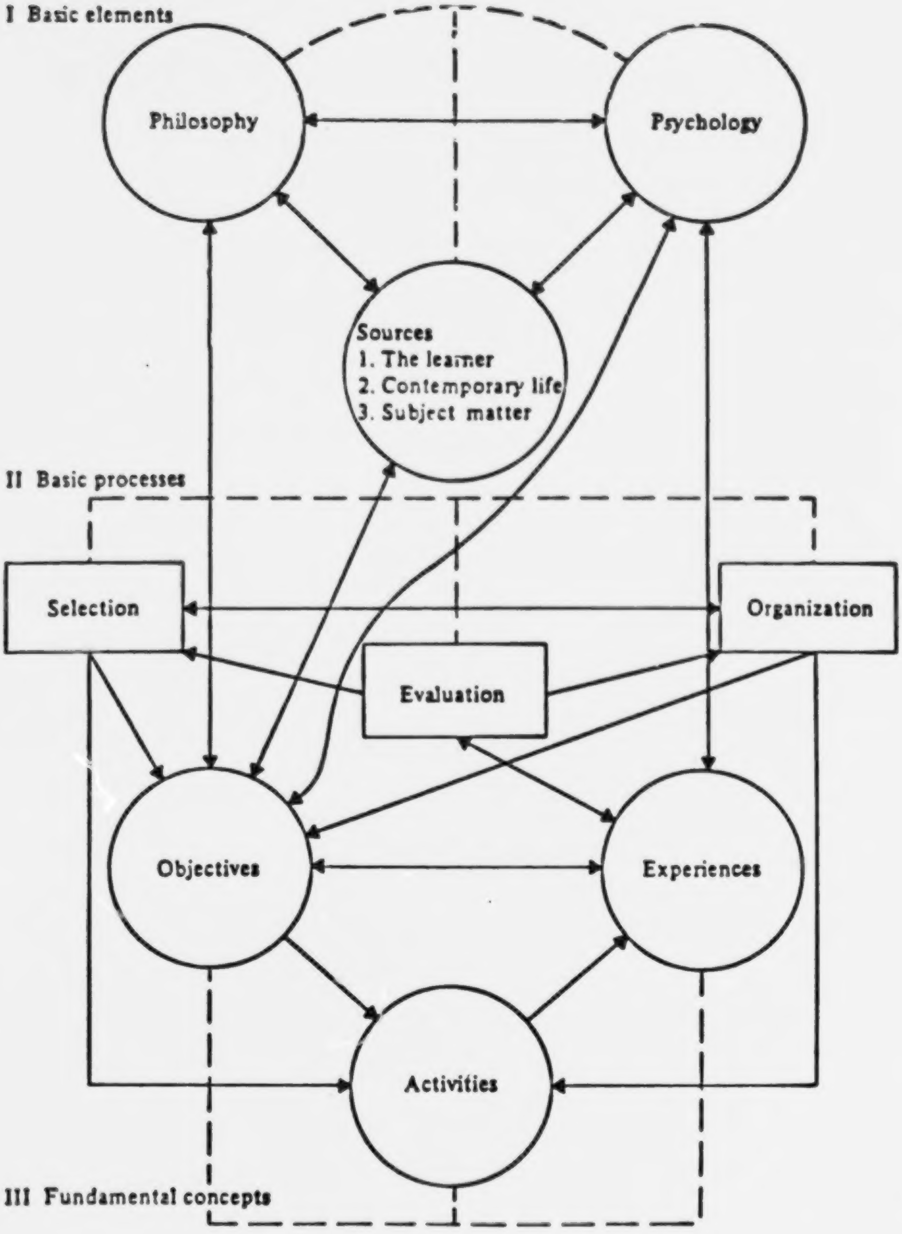
1. It commences with the two screens instead of the three sources of knowledge.
2. It distinguishes between three fundamental concepts: objectives, activities, and experiences, and defines each of them. He defined objectives as the combination of experiences that the learner attempts to achieve and defined experiences as the behaviors written into the objectives. Activities, in Soto's definition, were those experiences that the learner undertook to achieve the expected behaviors.

In his model, Soto showed that objectives and activities were selected and organized, but only experiences, i.e., terminal behaviors, were evaluated.

Beauchamp's Model

Beauchamp (1964) identified five critical decision-making areas as the constituents of a model for curriculum engineering. The five areas are (1) the arena for curriculum development, (2) the selection and

FIGURE 4 Leyton Soto's intergrated model


I Basic elements
Philosophy
Psychology
Sources
1. The learner
2. Contemporary life
3. Subject matter
II Basic processes
Selection
Organization
Evaluation
Objectives
Experiences
Activities
III Fundamental concepts

Source: M. Leyton Soto, in M. Leyton Soto, & R. W. Tyler, 1969.

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involvement of people, (3) the organization and procedures for curriculum planning, (4) curriculum implementation, and (5) curriculum evaluation (p. 18).

The arena referred to the scope of the development efforts. To Beauchamp the arena may range from a classroom to a nation-wide school system (as in the case of most Arab countries).

The second decision-making area, the selection and involvement of people, was intimately connected to the previous one because the selection of personnel to participate in the development process depended upon the scope of the development. If it were on a national level, then it would be unrealistic to select a teacher from a small school in a rural area to participate. One of the controversial issues related to this area was the question of whether teacher participation in the planning of curriculum was essential.

Theoretically, there was strong advocacy of full democratic participatory activitiy not only by the teacher but also of all lay personnel affected in curriculum development. However, Beauchamp cautioned against falling under the fallacy of impractical theory in his statement

> The theorist or practitioner who debates on this involvement should know beforehand the teacher-load problems that it carries in its wake. The conventional impression of the job of the teacher is that his sole responsibility is to develop instructional strategies and carry them out with his class or classes. To think of involving teachers additionally in anything as

> complicated as a curriculum system is impossible unless ways and means (are found) for teachers to participate unencumbered by teaching responsiblities. (in Razik, 1974, p. 16)

As for the other lay groups, such as parents and community members, Beauchamp believed that the question of their participation should be approached on at least three levels: (1) Should these groups be involved in curriculum planning? (2) If so, what role should they play? and (3) Is it possible to develop ways and means for that role to be effectively executed?

The third area concerning organization and procedures for curriculum planning defined the procedures to be followed by those who determined the overall curriculum by selecting and stating the goals and objectives and selecting and sequencing the learning activities. The logical approach was that problems in this area were more manageable in the case of a small scope and homogeneous working groups.

Beauchamp (1964) divided the organization and procedures area into five successive phases: (1) formation of a "curriculum council" to look after the overall coordination task, (2) appraisal of present practices, (3) study of new alternative contents, (4) formulation of criteria for decisions about what shall go into the curriculum, and (5) designing and writing the new curriculum.

It was his conclusion that these five phases incorporate most of the activities proposed by curriculum authorities and used in projects reported by school systems." (p. 131).

Beauchamp also emphasized the importance of the implementation phase. His assertion was that while many curricula had been well planned, far fewer have been systematically implemented and, consequently, failed and ended gathering dust in a closet.

The fifth area of Becauchamp's model featured curriculum evaluation which he divided into four evaluation dimensions: the teacher's use of the curriculum, the curriculum design, student outcomes, and the curriculum engineering system.

One basic criticism that Beauchamp's model evoked is that it left many questions unanswered because it was a version of the top-down administrative model. Beauchamp did not deny the latter criticism as he himself noted that his model incorporated procedures that had become well established in school practice, and school practices have traditionally favored the administrative model.

Taba's Inverted Model

Taba (1962) expressed three major criticims of the traditional, deductive sequence of curriculum engineering that commenced with general issues and moved forward to specific ones. Her criticisms centered about the following three points:

1. The deductive process "tended to reduce the possiblity for creative innovations because it limits the possibilities of experimentation

> from which new ideas and concepts of curriculum emerge."

2. Curriculum committees deduce what theoretically seems appropriate curriculum plans, but this judgement cannot be validated until implementation has taken place for a good length of time. This meant that the plans produced in this way were based on logic, not on empirical results.

3. Because these plans were deduced on logical bases, they tended to consist of very general, abstract prescriptions or "sketchy schemes" of instruction.

All these shortcomings of the traditional, deductive sequence of curriculum development according to Razik (1974) "create a wide gap at both ends between theory and practice" (p. 19-20). This conclusion is reinforced by Taba's statement that

> Theoretical designs of curricula are developed with meager foundations in experimentation with practice and implementation is carried on with insufficient understanding of theory. This gives theory an unreal quality and forces black and white thinking. (Razik, 1974, p. 20)

As proof for her criticisms, Taba cited the failure of the core curriculum. To deal with these problems, Taba suggested an inductive sequence that began with the planning of specific teaching units by classroom teachers who implemented them and validated their applicability through testing. Then, these units may be used as an empirical basis for designing the overall curriculum. Taba determined that such sequence can help to bridge the gap between theory and practice because the production of teaching-learning units combines theoretical competence and practical experience in teaching. A second advantage claimed by Taba is that because these units were produced and implemented by teachers in the system, they can easily be introduced in the entire system without resistance. The third advantage of this method was that curricula made of both a general framework and tangible teaching-learning units were more likely to affect classroom practice than do the deductive sequences which stop short of the specific guidance afforded by the teaching units.

Taba's inductive (or inverted) model consisted of five steps or phases: production of pilot units, testing the experimental units, revision and consolidation of the units, development of a framework, and installation and dissemination of the new units. In addition, Taba presented an eight-step sequence as a guideline for teachers in producing new units. These eight steps were diagnosing needs, formulating specific objectives, selecting content, organizing content, selecting learning experiences (activities), organizing learning experiences (activities), evaluating, and checking for balance and sequence.

With regard to decisionmaking, Taba's model may be considered to be a variant of the grass-roots model with more elaboration on the phases of curriculum development. Its major strength was inherent in its provision for the integration of theory and practice through the thinking-doing situation which this model advocated. Razik (1974) considered Taba's first two steps as important contributions to the implementation phase. He stated that

> Taba's model in purely organizational terms goes a long way towards stimulating reassessment of the conventional patterns in curriculum engineering, especially her concern for theory-practice interrelationships, the congruous translation of curriculum into translation and the differentation of roles in the engineering process. (p. 26)

Human Factor Model

Many curriculum developers had agreed that a curriculum change was in fact a "people's change." However, on a practical basis, this concept was hardly emphasized in curriculum models. In the midst of the complications of reconciling the emphasis between the behavioristic approach of elaboration of objectives, processes, and phases and the managerial and decision-making hierachy, the human factor, or "people's change," was usually lost. That is the reason why it does not appear incongruous that Carl Rogers, a non-professional educator, suggested a model that centered its emphasis on the development of the human factor in curriculum development.

Rogers' Interpersonal Model

Rogers' model was predicated on the need of the society to meet the challenges of an ever-changing, contemporary world; and, in order to achieve that goal, the society should develop individuals who are open to change, who are flexible and adaptive and who have learned how to learn.

To educate people in this manner, there is a need for curriculum developed by professionals who have themselves become open, flexible, and process oriented; and to produce these professionals, the educational system should be characterized by "a climate conducive to personal growth" where innovation is not frightening and where the creative capacities of administrators, teachers, and students are nourished and expressed rather than stifled" (in Razik 1974, p. 27).

The method developed by Rogers to promote personal growth was sensitivity training, or the T-group. Sensitivity training began with groups of peers; for instance, administrators, then teachers, then parents, and then students. Each peer group consisted of from ten to fifteen people who were willing to undergo this training. It was necessary for each group to have a trained facilitator to assist them in free expression in an unstructured environment to develop their interpersonal communication abilities and explore their feelings freely.

According to Rogers (1967), this experience produced significant interpersonal and intrapersonal benefits:

> Individuals come to know themselves and each other more fully than is possible in the usual social or working relationships, the climate of openness, risk taking and honesty guarantees trust, which enables the person to recognize and change self defeating attitudes, test out and adopt more innovative and constructive behaviors, and subsequently to relate more adequately and effectively to others in his every day life situations. (in Razik 1974, p. 28)

After the T-group technique had been applied to all the peer groups, or vertical groups, Rogers moved to what he designated as the "horizontal group" to effectively accomplish successfuul curriculum change. A horizontal group. according to his definition, consisted of two board members, two administrative officers, two teachers, two excellent students, and two failing students, or "dropouts." These members were chosen from those who had been exposed to the sensitivity training in peer groups. The horizontal group through free expression without the existence of the status-role barrier "cannot only change the curriculum but the whole educational climate" (in Razik 1974, p. 32).

Although Rogers' curriculum development model lacked most of the technical components that curriculum specialists usually addressed (e.g., specifics of content, learning objectives, and implementation), "it represents an intriguing contribution to the literature of curriculum development" (Razik, 1974, p. 34).

Systematic Action Research Model

This model, developed in 1957 by Smith, Stanley, and Shores, was based on the assumption that "curriculum change is a social change", i.e., a "process that involves the personality of students, teachers, parents, the structure of the school system, and the patterns of personal and group relations among members of the school community" (p. 39).

Human relations, school and community organizations, and the authority of professional knowledge were the crucial elements of curriculum development emphasized by this model. This emphasis was the reason that the systematic action research model was considered as superior to Rogers' model which emphasized only one element, human relations. The action research model was also considered to be superior to those models that either emphasized organizational management only or those that emphasized professional knowledge only.

With regard to the human relations element, Smith et al. noted that curriculum existed in a context of an "extensive web of expectations" (Razik, 1974, p. 35). The community members all had an idea of what the school should do and what role the curriculum should play in it. Thus, an effective curriculum engineering process should include some mechanism for ensuring that the highly influential variables of individual and group perceptions were not omitted from consideration. This could be achieved, without overemphasis, through action-research.

The action-research procedure should be applied in solving problematic situations where a multitude of factors are involved. The first step would be a careful examination of the problem through (1) wide-ranging fact-finding activities to clarify the problem and (2) broad inquiry to identify the factors, forces, and conditions that bear on the solution. This step helped not only to understand the nature and scope of the problem but also to collect the data gathered to help in reassessing and modifying the entire plan.

Secondly, the action-research procedure facilitated the decision of what action to take in light of data gathered. From the brief description of the systematic action-research procedure, it may be identified as a scientific, unbiased inquiry that employed canons of logic with the chief aim of affecting immediate modification of the social practice under investigation. It differs from other types of scientific research in the fact that "it willingly sacrifices experimental control and precision in the interest of affecting immediate social change" (Razik, 1974, p. 39).

Smith, Stanley, and Shores (1957) explained how this procedure fits into curriculum development by proposing a four-phase model:

> 1. A diagnostic study of the school-community situation to ascertain the constellation of forces that maintains the present curriculum.
>
> 2. The induction of change in the existing curriculum so as to loosen up the established constellation of forces.
>
> 3. The control of various forces in order to move the level of curriculum practice in the desired direction and to the desired amount, and
>
> 4. The establishment of the new constellation of forces to sustain the new curriculum.

However, the authors cautioned against the over-simplicity of these phases as they appear to the reader and stated that they may not be linear or sequential and that many intermediate steps may be involved in each of them. They also noted that in scientific research there is a tendency to simplify the problem in order to develop some perspective of meaning; otherwise, the problem would be overwhelmingly complicated to solve.

Razik (1974) in his analysis of this model stated that

> it leans heavily on trust in the capability of professionals and laymen to build and implement quality curricula through the process of action-research, and that from this respect it is a highly democratic approach, yet it is a far cry from the laissez-faire looseness of the grass-roots model. (p. 40)

Curriculum Development Model in Oman

From the description given in Chapter 1 of how curriculum development in Oman was conducted, it becomes quite evident that, although the curriculum designers did not propose a model, an analysis of the sequence of processes and decision making facilitates the identification of curriculum models. From a decision-making point, the Omani's have relied completely on the administrative model.

The top level educational authority made the decision that a curriculum development project was needed and appointed a high consultation committee to do the job. Next, the high consultation committee appointed sub-committees for the subject matter area to design the individual curricula and prepare the educational materials under the coordination and supervision of the high consultation committee. After these processes were completed, the curriculum was introduced to implementors to give direction on the methods of implementation.

The participation of teachers, supervisors, and school administrators in decision making was non-existent during the planning phase and the material production phase. From a human-factors point of view, those personnel most directly affected by curriculum change, namely teachers, students, parents, supervisors, and school administrators, were included only in a minor way in designing the changes and in deciding the strategies and techniques of implementing the Omani curriculum. This may have generated resistance to the change process by those most affected by it, at least in the form of passiveness and lack of enthusiasm. Moreover, the implementors would lack the real understanding of the actual dimensions of change and what would be expected from it. This may lead to less than maximum implementation and accomplishment of the goals of the change process.

From the point of view of the nature and sequence of processes in the curriculum development project in Oman, it was clear that many essential components, especially the evaluation process, were omitted. Neither formative evaluation of the various phases of the planning process nor summative evaluation of the entire project and its products was completed, or even included, by the designers. No evaluation of the goals and objectives for each level of schooling and each subject matter area was established. No pilot of the proposed materials had been undertaken. This meant that the quality control component was completely missing in all phases of designing the Omani curriculum.

CURRICULUM EVALUATION

The term evaluation has been traditionally associated with tests, marks, grades, and teacher ratings. This limited approach to evaluation highlights only the products or the outputs of the educational process. Goodlad (1978) indicates that evaluation concentrates on the outputs of the educational process rather than the variables of the process. Inevitably, evaluation became synonymous with assessment. However, evaluation should be perceived as an integral part of any curriculum development and distinct from the assessment of individual learners. Curriculum evaluation demands that curriculum developers and other educationalists account for their decisions concerning the theory, content, and methods of their practices. The salient feature in curriculum evaluation is that the data are gathered as a basis for decision-making about the curriculum and/or resultant and concommitant administrative changes. Curriculum evaluation provides evidence of effectiveness.

An underlying principle of curriculum development is that often there exists a gap between the plans of the curriculum developers and the practices of those educationalists, i.e., teachers, supervisors, and school administrators, who are supposedly implementing the curriculum project. Curriculum development is a highly complex entity with intricate intermeshing of theoretical and practical elements. If curriculum is a dynamic and continuously evolving entity, it requires evaulation formulated as continuous action-research and feedback. Therefore, curriculum evaluation promotes continuous adaption to methodological, social, economic, and technological changes.

There is a new approach to evaluation, in an era characterized by important changes of the nature, scope, and purpose of evaluation. The innovations evolved from the refinement of educational theory as a result of systems evaluation and a better understanding of the teaching-learning process. Some aspects of this new perspective require further delineation.

The holistic concept is gradually, although slowly, permeating the educational system, including the field of curriculum development. To judge the effectiveness of a curriculum development project, it is necessary to examine the entire structure and interactions of the educational system, or a level of education, both vertically and horizontally.

No longer is it considered meaningful to evaluate one subject matter in one grade level. Subject matter areas should be evaluated across all levels plus the human and material resources designated for their implementation.

Evaluation is more inclusive than measurement which is one basic element of evaluation. Measurement provides the data with which to make decisions. The vital concerns of evaluation are the adequacy, reliability, validity, and efficiency of the objectives, procedures, or results of the educational process.

The process of evaulation should be purposeful. It focuses attention on making decisions of meaningful change in learners. Consequently, evaluation must be designed in terms of goals and objectives to accomplish its designated function. Burr et al (1964) recommended five elements to improve evaluation programs.
The initial step is an assessment of the present program of evaluation utilized by the school system or development project committee. Then, the staff and administration of a curriculum development project should formulate a philosophy of evaluation. The purpose of evaluation should be formulated, agreed upon, and documented. From the documentation of the purpose of evaluation, a series of generalizations about evaluation should be generated and put into writing. Finally, the evaulation program should be continuously implemented and revised.

The concept of continuity imbedded within the evaulation process emphasizes the on-going nature of evaluation. Historically, evaluation of the curriculum centered on reaching conclusions about learners' performance. The conclusions focused on whether a student passed a course or failed it, met graduation requirements or not, had gained the minimum knowledge in an area of knowledge or not. In the new approach, the evaluation is concerned with not only the outcomes but also the diverse variables invovled in the learners' achievements and progress.

To assess the influence of these diverse variables, the following questions assist in addressing the evaulation of learners' achievements and progress:

1. How clearly are the philosophy and goals of the curriculum defined? Do all teachers know, understand, and accept them?
2. Have teacher-made and standardized tests been carefully selected? When was the testing program last revised?
3. In terms of their abilities, socioeconomic, and cultural backgounds and other limiting factors, how are the learners achieving? Do the teachers and administrators recognize each learner and his profile, not merely the median test scores of a group?
4. Are the limitations of all tests recognized by the school staff?
5. Are the national medians considered in their proper perspective in interpreting the performance of learners in various localities?
6. Do teachers, supervisors, and administrators have many opportunities to discuss a learner's progress from one group to another and from one grade level to the next?
7. Is the teacher's professional judgment given adequate weight in the mearsurement of a learner's progress?

Similarly, evaluation of a curriculum development project should not be limited to judgment of only the products or outputs of the educational process. The investigation must interface various components of the process of curriculum development. These components may be grouped in the following categories: (1) goals, objectives, and purposes; (2) organization and personnel;

(3) instructional strategies and practices; (4) resource agents, persons, and materials; and (5) evaluation strategies and practices.

Formative and Summative Evaluation

Another manner in which to view curriculum evaluation is in the context of the purpose and use of the information. With the introduction of the concept of formative versus summative evaluation by Scriven (1967, pp. 30-40), there was a shift from the end products to an integral part of the complex process of curriculum development. Bloom et al. (1971) recognized this distinction and used it extensively. Formative evaluation provides empirical data to assist in rational decision making to absorb corrective action during the planning and designing phases of curriculum development; whereas, summative evaluation provides empirical data of the overall curriculum development project after it is in operation.

According to Morocco (1979), formative evaluation should be utilized during the process of curriculum development at three stages: (a) the planning and designing, (b) implementation of the curriculum in limited schools, and (c) dissemination of it to all other users in the educational system. At the planning and designing stage, formative evaluation assists the developers in "gathering information about alternative approaches and choices to achieve their goals" (1979, p. 137-8). It can provide information derived from a trial use of new plans, "including views and attitudes of those trying out the plan" (Morocco, 1979, p. 140). At the implementation stage, formative evaluation can "identify and conceptualize curriculum factors or processes that are influencing the ultimate success of the program" (p. 142). At the dissemination stage, it can provide data regarding the actual use of the curriculum for new populations which in turn provide a basis for previous modifications of such curriculum. Thus, the most characteristic value of formative evaluation lies in the fact that it emphasizes the utilization of the evaluative process and quality control measures as interactive processes in curriculum development.

Summative evaluation, in contrast, concerns itself not with the step-by-step process, but with the final outcome and the formal model of the curriculum development project. In a way, summative evluation is assessment of the merit of a curriculum. The value of summative evaluation cannot be denied in contributing significant data for decisison making with respect to revising curriculum plans, formulating new ones, adding or dropping courses of instruction, selecting new content, revising goals and objectives, and the like. In summary, the difference between formative and summative evaluation lies in the purpose for which the evaluation will be used and the timing of the evaluation rather than in the methodology or analytical techniques used in the evaluation.

The emergence of the concepts of quality control in the development process and accountability of the costly investment of human and economic resources in educating learners fostered the expansion of the role of formative evaluation. Models were developed to chart the various processes involved in evaluation.

MODELS OF CURRICULUM EVALUATION

Although many evaluation models evolved, the most applicable to formative evaluation of curriculum development are the behavioral objective, decision-making, Provus discrepancy evaluation, accreditation, and responsive models.

Behavioral Objective Model

The work of Tyler in the 1930's, in conjunction with his evaluation of the Progressive Education Association's Eight-Year Study Program in the USA, represented the first shift in the process of educational evaluation. Because Tyler defined education as a behavioral change in learners, his evaluation consisted of measuring the extent to which such change had taken place. Tyler's model (1949, p. 305) is probably the best known and most extensively used model of educational evaluation.

He distinguished three foci of educational evaluation: objectives, learning experiences, and examination of achievements. Not only did Tyler place greater emphasis on the importance of evaluating the accomplishment of the objectives but he also stressed the merit of evaluating the two other components.

The behavioral objective evaluation model was predicated on the scientific management movement of the work of Bobbitt and Charters. This model has been championed by advocates of teacher accountability because of its emphasis on the evaluation of learners' outcomes. Moreover, the interest in this model intensified as a result of the campaign headed by Mager (1962) and Popham (1969) for the use of behavioral objectives. The model retains its dominance because educational authorities, especially in the United States, require requests for federal funding to include a statement of objectives to be achieved along with procedures and instruments to measure their achievement as a method of evaluating the effectiveness of a project. Because of its objective measurement of prespecified goals that fit neatly into the dominant traditional bureaucratic management style, the behavioral objective model has received widespread use in schools. It is especially suited to summative evaluation or product evaluation. According to Tyler (1950) "evaluation is the process for determining the degree to which changes in behavior of students are actually taking place" (p. 69).

Decision-Making Model

One disadvantage of Tyler's behavioral objective model is the lack of a component for formative evaluation which is essential in the process of curriculum development. To remedy this deficiency, a USA national Phi Delta Committee chaired by Stufflebeam developed a novel approach that incorporated formative evaluation. Stufflebeam (1971) defined evaluation as "the process of delineating, obtaining and providing useful information for judging decision alternatives" (p. 43). This definition is in harmony with Cronbach (1963) who indicated that "Evaluation is the collection and use of information to make decisions about an educational program" (p. 672). According to Saylor and Alexander (1981), the decision-making model provides data regarding four stages of the development process.

> a. Context evaluation which contributes to the definition of the objectives;
>
> b. Input evaluation which is necessary for decision making on matters of design;
>
> c. Process evaluation which guides decision making on operations; and
>
> d. Product evaluation which provides data for judging attainments, and hence for revision, termination or continuation. (p. 302)

The gathering of evaluation regarding these four steps, context, input, process, and product, led to the acronym CIPP for this model. For each of the above four stages the following steps were taken in the process of evaluation: (1) determining what is to be evaluated and for what decision-making purposes, (2) the data needed, (3) collecting the data, (4) defining the criteria to determine the quality standards, (5) analyzing the data in terms of the specified criteria, and (6) formatting the information for decision making. It is important to note that the CIPP model does not include the decision-making stage. The model provides only for collection and presentation of the data and a variety of alternatives available to the decision makers. This point was emphasized by Stufflebeam (1971)

> The entire purpose of evaluation is to service the decision-making act - to identify the decision question that calls for an answer, to identify alternative answers (decision alternatives) that might be given in response, to identify and refine the criteria (values) to be used in choosing among available decision alternatives; to identify, collect, and report information, differentiating the decision alternatives and finally, to determine whether the chosen alternative did meet expectations for it. (p. 43)

The decision-making evaluation model assumes that a consensus could be reached on the general goals for each stage of the curriculum development and on the criteria to be applied in assessing the achievement of the goals. The difference between the agreed-upon goals and the reality serves as a basis for program objectives.

Provus Discrepancy Evaluation Model

The Provus model developed for the Pittsburgh Public School System in the U.S. is a version of Stufflebeam's decision-making model. Provus (1971) defined program evaluation as

> the process of defining program standards, determining whether a discrepancy exists between some aspect of program performance and the standard governing that aspect of the program, and using discrepancy information either to change performance or to change program standards. (p. 183)

In his model, Provus identified four basic developmental stages associated with four steps in each of the three content categories that are essential components for the evaluation of an on-going program. In addition, he identified an optional fifth stage entitled the program comparison and cost-benefit analysis.

Figure 5 shows the five stages and the associated five steps in the three content areas; while, Figure 6 depicts the flow chart of the Provus model.

The Provus model necessitates the evaluation of the goals and objectives, a feature that is lacking in other versions of the decision-making model. This necessity arises as a result of the presence of discrepancy, a case in which the planner should either revise the program standards and modify the program or terminate it. The evaluation moves from one stage to the next in an effort to identify discrepancy until the whole program is modified to fit better or completely discarded. In the situation where the four essential steps lead to the validation of the program as a result of modification or best fit, the fifth step may be executed to judge the cost benefit of the program in order to install it or economize the cost.

Both Stufflebeam's and Provus's versions of the decision-making model have been applied in practical situations and proved to be valuable in curriculum evaluation.

Accreditation Model

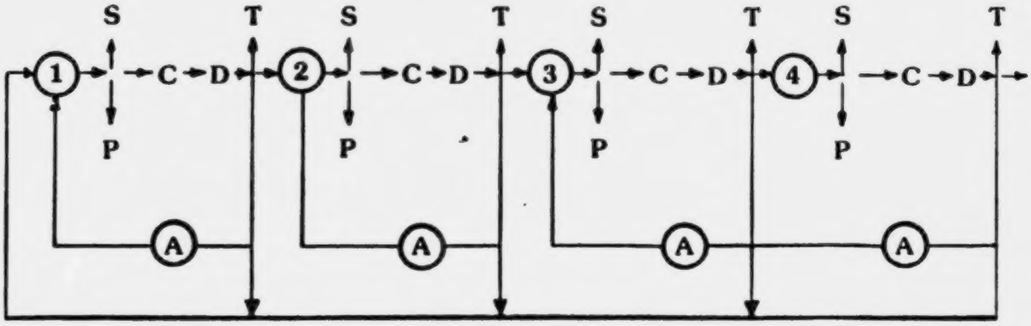
This model's inception may be traced to 1871 when the University of Michigan invited high schools to seek university approval of their academic programs to permit exemption of their students from the university's entrance

FIGURE 5 The five stages of the provus model and the steps of evaluation associated with them

Stage	Content		
	Input	Process	Output
Design	Design adequacy		
Installation	Installation fidelity		
Process	Process adjustment		
Product	Product assessment		
Program comparision	Cost-benefit analysis		

Source: Alexander & Saylor, 1981.

FIGURE 6 Flow chart for provus discrepancy model



Key to symbols:

- S – Standard
- P – Program performance
- C – Comparision
- D – Discrepancy information
- A – To change program performance or standards
- T – To terminate program

Source: Alexander & Saylor, 1981.

examination. Voluntary regional accrediting associations for high schools were organized in the latter part of the 19th century. This power was given solely to the education departments of the various states. In this model, standards were set on the basis of membership, a practice that represented an appraisal system. Under the aegis of the education departments in the states, the schools were legally bound to meet set standards or suffer penalties, such as loss of state financial support or at the worst face de-establishment.

The same system is now applied to universities and other institutions of higher education. Accreditation of professional schools, according to Saylor and Alexander (1981), "has been a particularly powerful influence on excellency in higher education" (p. 327). The basic idea of accreditation is the utilization of professional experience in monitoring and improving educational programs on all levels. However, House (1973, p.10) viewed accreditation in its beginning as a voluntary system to prevent government influence; a fact that does not apply now under the state accreditation systems.

The accreditation model applies a discrepancy evaluation model; and, in a way, is a version of the decision-making model. The standards prepared by any accreditation association generally cover Stufflebeam's four areas: context, input, process, and product. However, the terminology used is different. Saylor and Alexander (1981) stated that

> standards typically include items associated with context to such as statements of philosophy and goals, assessment of community needs, and descriptions of students to be served and standards regarding inputs include qualification of staff, physical facilities, library resources, instructional resource and curriculum plan. (p. 328)

Two approaches are used in determining discrepancies between the prespecified standards and the reality. Self-evaluation is performed by a committee of staff members, community members, parents, and students who prepare a report showing to what extent the real situation in the institution meets the standards of the accrediting association. The report also includes remedial recommendations. In addition, a report of the situation is prepared by a visiting committee of professionals assigned by the accreditation association. A variety of data is made available to them to compare with the prespecified standards. Institutions are given a period of time for remediation of any severe discrepancies and improvement of practices to meet the prespecified standards.

A major criticism of the accreditation model is that it reflects the best of the past and present while restricting future development by its prespecified standards. This practice may contribute to making institutions obsolete in a rapidly changing world. On the other hand, there is the danger of adopting new standards without sufficient evidence of their appropriateness. Glass (1969) criticized the accreditation model in his arguement that

> Evaluation will not enhance the value of an educational program if it demands conformity to standards which themselves cannot be demonstrated to lead to valued goals. The genetic flaw in the accreditation model will probably never be corrected, thus it will not grow into the fully useful methodology of evaluation that is needed. (p. 27)

Responsive Model

In Hamilton et al. (1977) Stakes, the originator of the responsive evaluation model, defined evaluation to be responsive

> if it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value-perspectives present are referred to in reporting the success and failure of the program. (p. 163)

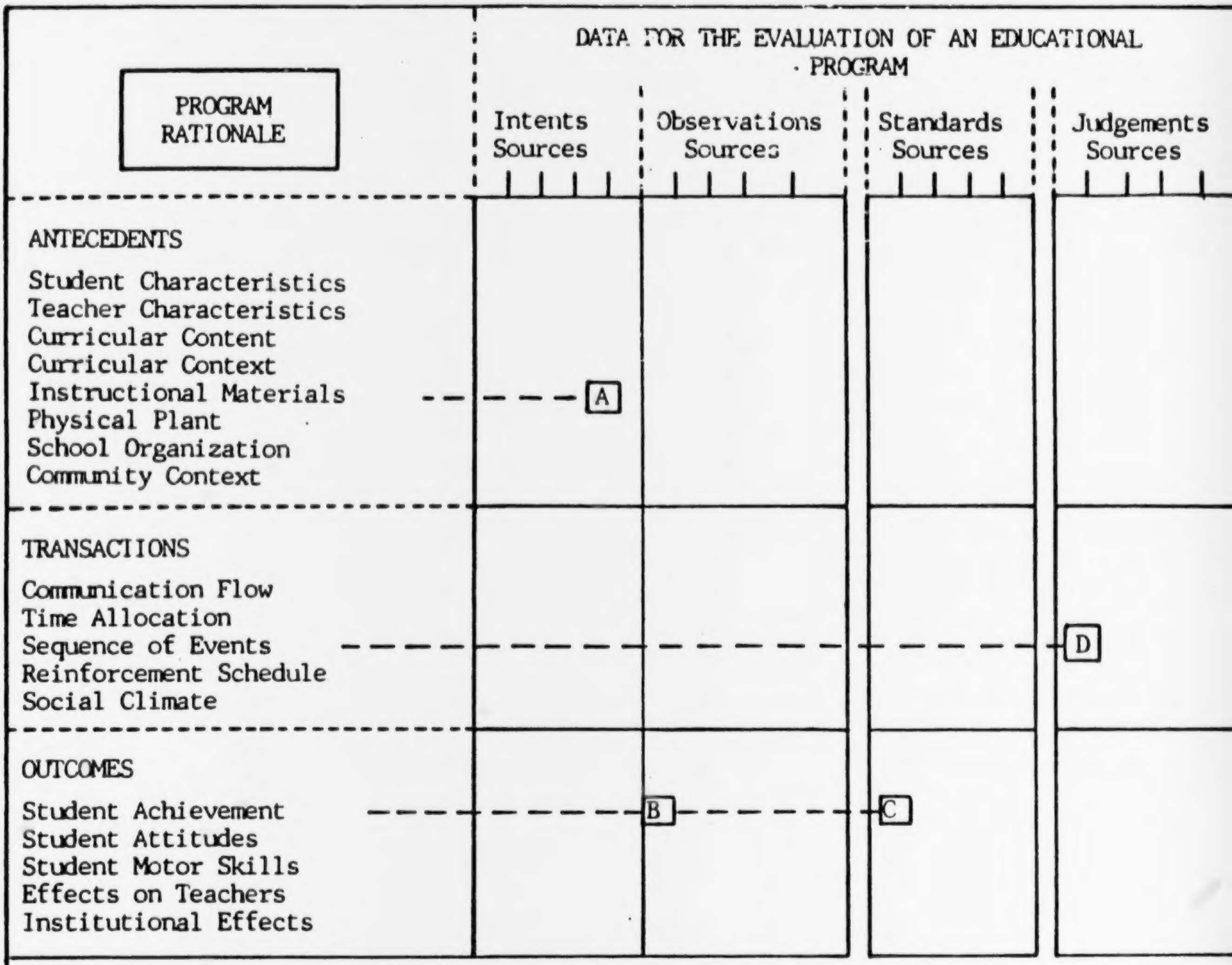
To facilitate communication with the audience, an evaluator using the responsive model, raises issues with students, parents, teachers, and administrators, rather than generating objectives or hypotheses. These issues are identified by the evaluator during free interactions with these concerned groups.

A responsive evaluator assigns a group of observers to monitor the program in question and write brief narratives to display the information. He presents the collected information in display form to determine what is of value to his audience. The function of the responsive evaluator is not to offer criticism or endorsement, but to process judgments rather than to render them. According to Stake, "He (the evaluator) gets program personnel to react to the accuracy of his portrayals. He gets authority figures to react to the importance of various findings" (p. 143). Hamilton et al. (1977) explains that Stake's view negates the evaluator as uniquely qualified to render judgments, criticism, or endorsement.

Figure 7 depicts the specific model proposed by Stake to be used for information collection. The rows in the first column list categories of information or other data that the evaluator must collect. These are antecedents, "any conditions existing prior to instruction and learning"; transactions, "the countless encounters of students with teachers, student with student, i.e., the succession of encounters that comprise the process of education"; and outcomes, "abilities, achievements, attitudes and aspirations of students resulting from an educational experience" (Stake 1969, p. 20).

Data are entered in each of the twelve cells for whatever items may be appropriate to consider in the three categories: antecedents, transactions, and outcomes of Figure 7. Stake distinguishes between "intents" which are the intended student outcomes and goals and objectives versus "observations" which are the descriptive data of the real situation, direct observations, test results, biographical data sheets, interviews, check lists, opinionnaires, follow-up reports, and charts. Standards are the stated achievement criteria that should happen in the

FIGURE 7 Elements of congruence-contingency model for educational evaluation


DATA FOR THE EVALUATION OF AN EDUCATIONAL PROGRAM
PROGRAM RATIONALE
Intents Sources
Observations Sources
Standards Sources
Judgements Sources
ANTECEDENTS
Student Characteristics
Teacher Characteristics
Curricular Content
Curricular Context
Instructional Materials
Physical Plant
School Organization
Community Context
TRANSACTIONS
Communication Flow
Time Allocation
Sequence of Events
Reinforcement Schedule
Social Climate
OUTCOMES
Student Achievement
Student Attitudes
Student Motor Skills
Effects on Teachers
Institutional Effects
A
B
C
D

Example A: Manufacturer Specification of an Instructional Materials Kit

Example B: Teacher Description of Student Understanding

Example C: Expert Opinion of Cognitive Skill Needed for a Class of Problems

Example D: Administrator Judgement of Feasibility of a Field Trip Arrangement

Source: R. E. Stake, in W. H. Beatty (ed.), 1969.

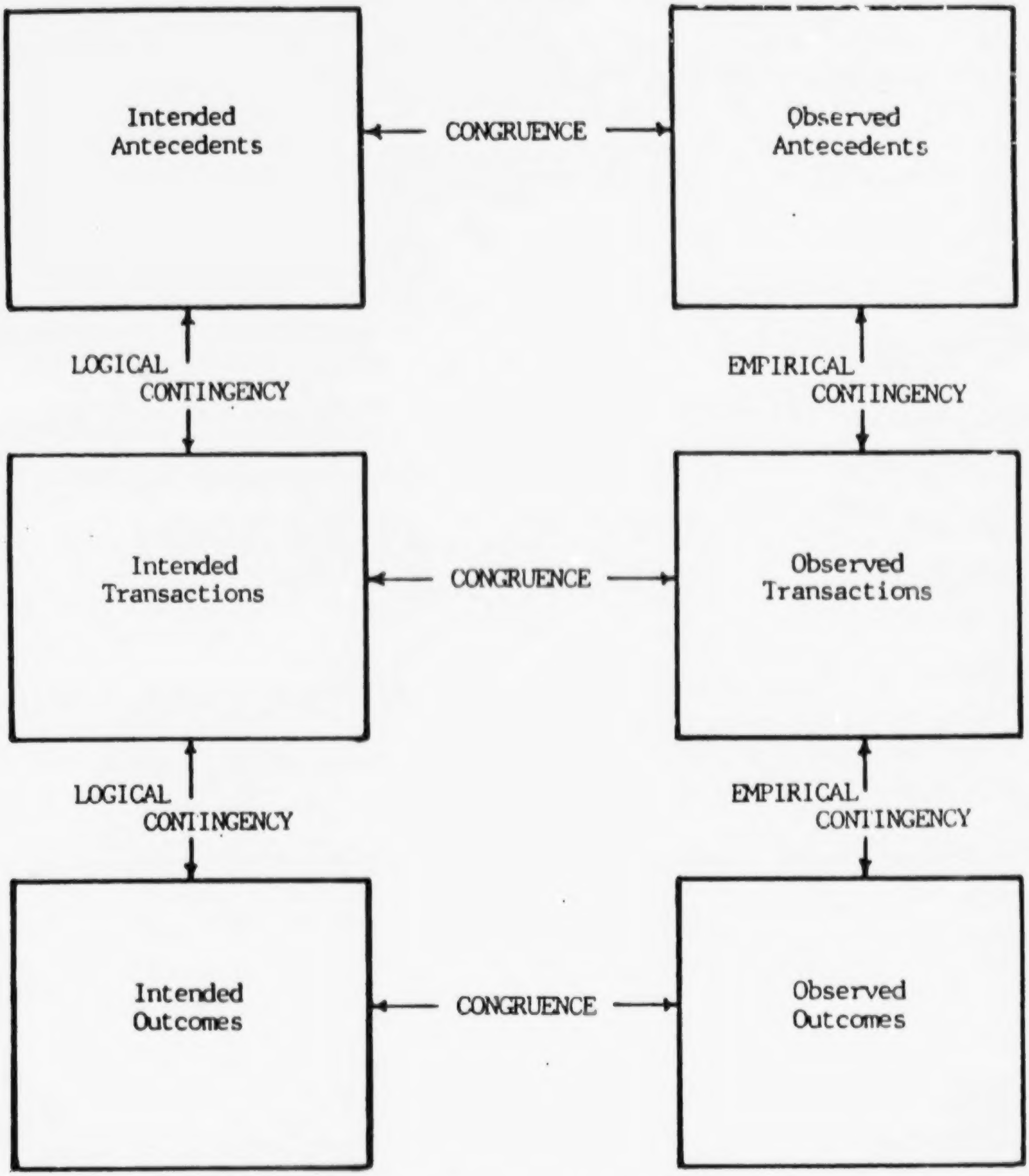
educational situation as set by the audience. Therefore, standards should vary from school to school, instructor to instructor, and student to student. The crucial element of the evaluation process is the specification of these standards and the identification of the ownership of these standards.

Figure 8 depicts Stake's congruence-contingency model which contrasts the descriptive data with the intentions. Congruence would be an identical match between the intended and the observed. Stake also insists that evaluation should not stop at examining congruence but that the curriculum plan should be judged by examination of the antecedents and the transactions. According to Sayler and Alexander (1981), in Stake's model "congruence indicates only the degree of match, not the validity or value of the outcomes" (p. 332).

While congruency analysis assisted in identifying the areas of weakness in a program, contingency analysis represents an effort to determine the why's of the outcomes, the particular set of antecedents, conditions, and transactions that produce particular outcomes. It is this type of data that is needed to arrive at curriculum and instruction decisions.

Stake's model promotes a variety of data and results. Those results related to evaluation of objectives or decision making are forwarded to the management, or educational authorities; whereas, those results related to responsive evaluation are forwarded to concerned community

FIGURE 8 Analysis framework for congruence-contingency model for educational evaluation


Intended Antecedents
CONGRUENCE
Observed Antecedents
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Transactions
CONGRUENCE
Observed Transactions
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Outcomes
CONGRUENCE
Observed Outcomes

Source: R. E. Stake, in W. H. Beatty (ed.), 1969.

groups. As cited in Saylor and Alexander (1981, p. 332), House viewed Stake's model as a "democratic pluralism model" This presumes a free market of ideas from which consumers will most likely select the best; a feature that makes Stake's responsive model a useful tool in educational reform.

From the variety of curriculum evaluation models presented above, it is obvious that the determinant selection factor is the purpose of the evaluation. Tyler's model most efficiently measures the achievement of curriclum objectives. The accreditation model best serves those institutions whose purpose is to qualify for accreditation. Stufflebeam's decision-making model generates formative evaluation data.

In the case of comprehensive curriculum evaluation, it is best to develop a coherent multifaceted plan. Saylor, Alexander and Lewis (1981) propose a plan that includes both formative and summative types of evaluation and Stake's concepts of "preordinate" and "responsive" evaluation. Each aspect of evaluation is interrelated with the other aspects in the sense that the data and information drawn from a particular segment can contribute to the evaluation of the other segments and consequently to the overall evaluation of the program.

Curriculum Evaluation in Oman

None of the models presented above were used to evaluate the curriculum of the Omani educational system.

Only informal evaluation was operational, and it occurred after the implementation of the new materials, more specifically the textbook follow up by the Curriculum Department of the Ministry of Education and Youth. Each year the Curriculum Department collected the teachers' and supervisors' opinions relating to the presence of errors, difficult topics, inaccurate figures, and other problematic items so that revisions and corrections could be made prior to the printing of textbooks for the new school year. This is by no means as inclusive an evaluation of the curriculum as had been referred to by the designers of the curriculum evaluation models.

Chapter 4

METHODOLOGY AND RESEARCH DESIGN

This chapter presents a description of the methodology including the population and sample selection, development of the instruments, the pilot study, procedures for administering the questionnaire, and statistical procedures. The intent of this project was to evaluate the Omani curriculum at the three educational levels: primary, preparatory, and secondary. This volume will concentrate on the Omani Primary School Curriculum.

The basic design of this project used the standard technique of survey research, i.e., administration of a structured research questionnaire to a sample of teachers, supervisors, and administrators of the Omani Primary Schools. In addition, a questionnaire was administered to a sample of parents of students enrolled in the primary schools.

POPULATION AND SAMPLE SELECTION

Nine administrative school districts make up the Omani educational system. These are Capital, Batinah, Roustaq, Dakhilyah, Sharqiyah, Wousta, Dhahirah, Janoubiyah, and Musandam. A proportional sample was selected from each district so that they would be equally representative of their total population. The sample was further stratified on the basis of sex (male - female), nationality (Omani - Non-Omani), and subject content area.

During the 1985-86 academic year, the number of teachers in the Omani educational system at the primary level was 6,539. This total included 770 male and 596 female Omani teachers and 2,980 male and 2,193 female Non-Omani teachers. From this total, those newly appointed, (i.e., those with less than one year's teaching service in the Omani educational system) were eliminated. The reason for this was that the newly appointed teachers were not familiar with the Omani curriculum. The criterion for inclusion was at least one year's experience of implementing the Omani curriculum. This removed 3,024 teachers from the 6,539 total figure. In addition, 671 teachers of art, physical education, and home economics were eliminated because the curriculum for these special subject areas had not evolved under the auspices of the High Committee of Omani Curriculum Development. Also excluded were the 175 teachers who had participated in the pilot study which included 88 teachers from the Capital and 87 teachers from the Roustaq school districts. Thus, 3,870 teachers were not included in this study, and the total population to be sampled was 2,669 teachers.

Table 1 shows the total population for Omani and Non-Omani, male and female teachers, new teachers, and special subject matter teachers for all school districts. A sample of 2,264 teachers was selected, or approximately 84.8

Table 1: Population of primary teachers in Oman

	Omani		Non-Omani			New	Special
District	Male	Female	Male	Female	Total	Teachers	Teachers
Capital	110	384	450	296	1240	509	134
Batinah	74	18	598	528	1218	484	147
Roustaq	90	19	366	304	779	287	73
Dakhilyah	180	21	334	309	844	456	81
Sharqiyah	119	55	190	146	510	241	66
Wousta	86	5	247	189	527	302	56
Dhahirah	46	11	357	278	692	356	54
Janoubiyah	38	74	396	115	623	331	51
Musandam	27	9	42	28	106	58	9
Total	770	596	2980	2193	6539	3024	671

Table 2: Sample of primary teachers included in the study by subject matter area

Grades/Subject Matters	P	S	%
1 - 3 All Subjects	2875	936	32.5
1 - 6* Islamic Studies	380	313	92
4 - 6 Arabic	319	183	57.4
4 - 6 Mathematics	276	199	72
4 - 6 Science	250	233	93.2
4 - 6 Social Studies	235	199	84.7
4 - 6 English	535	201	37.6

*Islamic subject matter teachers specialize in grades 1 through 6.

percent of the population of teachers who had implemented the new Omani curriclum for at least one year.

Table 2 indicates the sample of teachers included in this study according to subject matter areas. It should be noted that teachers from grades 1 through 3 teach all subject matter areas. For grades 4 through 6, there are teachers specialized in their subject matter areas.

Here, also, stratification of the population and sample led to subcategorization by sex (male - female) and nationality (Omani - Non-Omani) for each subject matter area. Table 3 includes the data for these designations.

Table 3: Sample of primary teachers categorized by sex and nationality

Grades/ Subject Matters	Sex					Nationality			
	Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
1 - 3 All.Subjects	451	48.2	485	51.8	936	315	33.7	621	66.3
1-6* Islamic Studies	186	59.4	127	40.6	313	127	40.7	186	59.3
4 - 6 Arabic	111	60.5	72	39.5	183	40	22.1	143	77.9
4 - 6 Mathematics	109	54.8	89	45.2	198	50	25.2	148	74.8
4 - 6 Science	154	66.1	79	33.9	233	53	22.8	180	77.2
4 - 6 Social Studies	119	59.8	80	40.2	199	53	26.4	146	73.6
4 - 6 English	139	69.2	62	30.8	201	30	15.0	171	85.8

*Islamic teachers specialize in grades 1 through 6.

There were 179 supervisors in the Omani educational system at the primary level. All 179 were provided with the questionnaire. Table 4 shows the population and sample of primary supervisors categorized by sex (male - female) and nationality (Omani - Non-Omani) for each subject matter area.

Table 4: Sample of supervisors categorized by sex and nationality

Grades/ Subject Matters	Sex					Nationality			
	Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
1 - 3 All Subjects	27	61.9	17	38.1	44	12	27.9	32	72.1
1-6* Islamic Studies	19	84.2	3	15.8	22	9	40.0	13	60.0
4 - 6 Arabic	20	79.2	5	20.8	25	5	20.8	20	79.2
4 - 6 Mathematics	24	88.0	3	12.0	27	1	4.0	26	96.0
4 - 6 Science	20	77.3	6	22.7	26	1	4.5	25	95.5
4 - 6 Social Studies	19	81.0	4	19.0	23	5	23.8	18	76.2
4 - 6 English	19	79.2	5	20.8	24	7	29.2	17	70.8

*Islamic supervisors are responsible for grades 1 through 6.

The number of administrators in the Omani educational system at the primary level is 376. This total was subcategorized into 152 male and 76 female Omanis and 89 male and 59 female Non-Omanis. Of these, a random stratified sample of 146 administrators, or approximately 36.2 percent of the administrators were selected, with the inclusion of 10 administrators from the Ministry of

Education and Youth. These 10 administrators were responsible for primary school education in the Directorate of General Education. Therefore, 136 of the 376 administrators at the primary level, along with 10 Ministry personnel responsible in the Directorate, were included in this sample, as indicated in Table 5.

Table 5: Sample of administrators at the primary level categorized by sex and nationality

Sex					Nationality			
Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
116	77.4	44	22.6	150	71	47.2	79	52.8

A proportional sample of parents was selected from the nine school districts. Criteria for selection were the ability to read and write plus some participation in school district activities. Therefore, 113 parents were provided with the questionnaire.

DESIGN OF THE INSTRUMENT

The instrument used in this research was a questionnaire. The purpose of the questionnaire was to measure the degree of accordance between the intentions of the curriculum designers and the perceptions of these intentions by the implementors: the teachers, supervisors, and administrators. The intentions of the designers were formally recorded in the form of general aims of the curriculum for the primary schools, specific objectives for the various subject matter areas, and recommendations for implementation that included most of the aspects of implementation, such as methods of instruction, educational materials, and evaluation techniques. Therefore, it was necessary to base the items of the questionnaire on these intentions.

The statements of philosophy, objectives, and recommendations were analyzed to identify the major ideas and concepts expressed in them. Then, items were designed based on these ideas and concepts. The pool of items designed in this manner was then categorized under several parts and sections each of which concentrates on one aspect of the theory or the implementation process.

As an example, the General Goal II (Farhan et al. 1985) is "To help the learner develop his mental abilities and skills through learning by action." The major idea of this goal is learning by action. This idea should be present in both the curriculum design and the method of instruction, especially in subject areas where learning by action is easy to accomplish, such as in science. The same idea also appeared in the recommendations in relation to procuring the facilities and resources needed to facilitate learning by action. Recommendation 7 (Farhan et al 1985) stated that "All the classes in the schools of Oman should be provided with the teaching aids, materials, and laboratory equipment needed for the science curriculum." The items constructed to measure the extent to which this idea was exhibited in the curriculum are

1. To what degree are practical and field activities included as a part of the Omani curriculum?

2. To what degree are practical and field activities included as a part of the method of teaching?

3. Rate the rooms where you teach your courses relative to the following characteristics:
   a. proper ventilation
   b. electrical outlets where needed
   c. room darkening capability
   d. adequate facilities for large and small group instruction and independent study
   e. adequate space for storing equipment and materials
   f. adequate space for student project work

4. To what degree are suitable types of basic audio-visual equipment and instructional aids provided and readily available to
   a. teachers for instructional purposes
   b. students for project work
   c. students for team work
   d. students for individual work, both during and outside of classroom time?

5. To what extent are the materials, equipment, and services in the classroom kept in good working order?

6. To what degree are the activities suggested in the textbook practicable?

Although these items are related to one idea, they were placed in the sections of the questionnaire where each item would be most relevant. For example, Item 2 was placed in the section "Methods of Instruction." Items 3, 4, and 5 were placed in the section "Facilities, Materials, and Resources." Item 6 was placed in the section "Textbooks."

Each major idea, or concept, that was included in the designers' intentions was treated in the same manner. This resulted in a pool of items which was then revised in order to make the items as clear, precise, concise, and understandable as possible. Similar questionnaires published in the U.S.A. were studied, and some items of relevance were adapted for use in the present questionnaire (Herman et al 1969; Kerlinger & Pedhagur, 1967; Steele 1969; Breiter 1976 & 1977). The questionnaire in its final form was divided into two parts. Part I consisted of items of the demographics of implementers, i.e., teachers, supervisors, and administrators. It should be noted that the questionnaire was designed to be the same for teachers, supervisors, and administrators with only title changes for each group (Part I, Sections B and C).

Part Two of the questionnaire consisted of seven sections which related to the various aspects of implementation. These seven sections may be grouped under three categories. The first was CURRICULUM CONTENT which included a section for each specialized subject matter studied in this research for teachers who taught grades 4 - 6 (Part II, Section A). The second was PROCESSES which included two sections, one on classroom activities (Part II, Section B) and the other on assessment of students (Part II, Section G). The third was RESOURCES which included four sections about staff (Part II, Section C); facilities, equipment, and materials (Part II, Section D); textbooks

(Part II, Section E); and teacher's manuals (Part II, Section F).

A separate version of the curriculum content section of the questionnaire was used for the classroom teachers who taught all subjects in grades 1 - 3. In this version some items for each of the six subjects were included, together with items that measured the degree of integration between these subjects and between each of them and the other subjects that the teacher taught to the same grade.

Each of these sections will be discussed below to explicate the major ideas and concepts that the questionnaire had been designed to assess. For a complete version of the questionnaire see Appendix A.

Part I Section A: Demographic Information Sheet

The items in this section were designed to provide the researcher with information about the implementers' sex, nationality (Omani or Non-Omani), teaching, supervisory, or administrative qualifications (both preservice and inservice), years of exposure to the Omani curriculum, and years of teaching experience in Oman as well as in countries other than Oman. This section contained 15 items, most of which could be weighed on a five-point scale. Some of the items, because of their nature, were assessed on a two-point scale, such as the item about sex.

Part I Section B: Opinion Survey
(Teacher, Supervisor, Administrator)

This section consisted of 19 items which were bi-polar in nature. These items were designed to locate the teachers on either pole with regard to their attitudes toward a variety of educational issues, such as authoritative versus democratic management in the class, innovative versus traditional, pro-student centered instruction versus pro-teacher centered instruction, and subject matter education versus holistic development of learners' personality. The 19 items were grouped under five trends associated with the curriculum designer and implementer.

1. The role of curriculum content and practice in developing the various components of the student's personality (holistic versus single component):
Items 1, 2, 3, 4, and 7.

2. The type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches:
Items 5, 10, and 16.

3. The emphasis of the curriculum centered on the student:
Items 6, 8, 9, 12, and 13.

4. Relating the curriculum to everyday life and the students' social and cultural heritage:
Items 11, 14, 15, and 17.

5. Development of thinking abilities:
Items 18 and 19.

Part I Section C: Omani Educational Objectives

This section was designed to obtain the implementers' judgment on the degree to which the philosophical goals and learning objectives of the Omani curriculum were accomplished. This section was made up of 31 items that could be categorized under six categories:

1. Development of learning outcomes:
   Items 20, 26, 27, 29, 30, 31, and 32.
2. Application of acquired knowledge:
   Items 23, 24, and 25.
3. Development of awareness and positive attitudes toward scientific inquiry and process:
   Items 17, 19, 21, and 22.
4. Development of thinking skills:
   Items 10, 11, 12, and 13.
5. Development of social awareness and views:
   Items 4, 7, and 9.
6. Continuing, or life-long, education:
   Items 5 and 8.
7. Appreciation of heritage and culture:
   Items 1, 6, 14, and 15.
8. Developing civic responsibilities:
   Items 2, 3, 16, and 18.

Part II Section A: Curriculum Content

The section of the questionnaire concerning the curriculum content was designed to reflect the major ideas in the designers' intentions and recommendations in regards to the choice and sequencing of topics, the degree of both horizontal and vertical integration among the various subject matter areas and within the same subject for the different grade levels. It also addressed the time allocation for each subject matter, and the degree of participation of the implementers in the decisionmaking about the content and the issues of implementing it.

The curriculum content was designed to assist in accomplishing the goals and objectives of the curriculum according to the designers' intention as expressed by Farhan et al. 1985:

> The Omani curriculum is based on a well specified educational philosophy and objectives for each level of schooling. Also, the curriculum for each subject matter is designed on the basis of special objectives related to the domain of knowledge in this area and the objectives are designed in a behavioral fashion that facilitates its accomplishment and assessment. Thus, the curriculum content was designed to accommodate the knowledge as facts, concepts, skills, attitudes, and values organized in the form of learning experiences that led the learner to achieve the objectives of each subject matter in the curriculum. The curriculum content was designed in the fashion described above and was distributed on the various grades. Integration between the topics of each curriculum and among various curricula was taken into consideration so that repetition was avoided and emphasis was placed upon the common areas of integration between the curriculum of the various subject matter areas. Content was designed to reflect both the logical sequence of the subject and the needs and interests of the learners on the other hand. (pp. 162-163)

The items in the section on curriculum content were designed to assess the degree to which these intentions were translated into actual features in the curriculum content. A part of this section consisted of items that assess the general intentions, such as the accordance between the content and the objectives, the degree and scope of integration, and the appropriateness of the time allocated for each subject based upon its proportional importance as a part of the whole curriculum. The following examples demonstrate this trend:

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?

2. To what extent is the amount of class time scheduled for the subject matter you teach at the grade level you teach sufficient for the full attainment of the desired goals?

3. To what degree is there integration among the courses in your subject from grade 1 to 3?

4. To what extent is there integration between the course you teach (science, for example) and the courses in the other subjects?

   a. science and Arabic
      science and mathematics
      science and social studies
      science and Islamic studies
      science and English

The second part of the questionnaire in this section addressed considerations specific to the subject matter area. For the science curriculum, items were designed to assess the nature of science as a domain of knowledge as well as to assess the thinking skills needed for learning science. The same considerations were addressed in designing items for the curriculum content in Islamic Studies, Arabic, mathematics, social studies, and English.

A. Some sample items for the science curriculum were

Item 9: To what extent do the content and strategies used encourage the students to understand that science is a method of thinking as well as a structured body of knowledge?

Item 11: To what degree does the science curriculum content help students develop and practice using attitudes and habits essential in critical thinking?
   a. suspending judgement
   b. testing the accuracy of data
   c. evaluating source of data
   d. using sources of information

Item 12: To what degree does the science curriculum help students develop and use logical thinking?
a. Deduction: application of a general rule in special cases or problems
b. Induction: integrating the rules governing special cases to arrive at a general rule

Items 11 and 12 were also included in the mathematical curriculum content section of the questionnaire because the designers considered mathematics to develop the various styles of thinking.

The third part of this section related to the details of the content and the suitability of the concepts to the level of maturity of the learners. Consideration was given to the grade level each concept was designated for and the validity of the sequencing of these concepts in each subject matter. Specifically, the general syllabus and the syllabi for each grade in particular were evaluated on the point of subject matter logic and the psychology of the learners.

Part II Section B: Instruction "Classroom Activities"

Eleven items were placed in this section. These items were categorized under four categories:

1. Criteria for teaching assignments:
   Items 3, 4, and 5.
2. Teacher's schedule based upon providing time for designing activities:
   Items 6 and 8.
3. The role of instruction in the development of learning processes and behaviors:
   Items 9, 10, and 11.

4. Accommodation of both course objectives and individual differences in the method of instruction:
Items 1 and 2.

5. Availability of references to assist the teachers to develop their knowledge in the subject matter that they teach:
Item 7.

Part II Section C: Staff

This section about the staff consisted of ten items that can be categorized under four categories.

1. Adequacy of preservice preparation in both education and subject matter:
Items 1 and 2.

2. Importance of inservice education for staff development:
Items 3, 4, 8, and 9.

3. Adequacy of teacher's assignments based upon his or her qualifications:
Items 5 and 7.

4. Continuity of staff development in the work place:
Items 6 and 10.

Part II Section D: Facilities, Equipment, Materials, and Resources

This section contained eight items that were subdivided into two categories.

1. Adequacy and availability of equipment, materials, and resources:
Items 7, 8, 9, 10, 11, 12, 13, 14, 15, and 16.

2. Adequacy of physical facilities:
Items 1, 2, 3, 4, 5, 6, and 17.

Part II Section E: Textbooks

This section consisted of four questions each with multiple items. The items were categorized under three categories.

1. The appropriateness in presenting knowledge to the cognitive levels of the learners:.
   Items 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.

2. Suitability of the exercises and activities presented in the textbook:
   Items 21, 22, 23, 24, 25.

3. The physical appearance of the textbook:
   Items 1, 2, 3, 4, 5, 6, and 7.

Part II Section F: Teacher's Manual

This section consisted of eleven questions most of which contained multiple items. The items were categorized under five categories.

1. The manual's emphasis on course objectives and subject matter:
   Items 2, 3, 4, 5, 6, 7, 8, and 9.

2. The role of the manual in facilitating the instructional activities:
   Items 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, and 48.

3. Relevancy and suitability of the teachers' manual to the subject matter activities and the level of the learners:.
   Items 21, 22, 23, 24, 25, 26, and 27.

4. Relevancy of the method of material presented:
   Items 28, 29, 30, 31, 32, 33, 34, and 35.

5. Shortcomings of the teachers' manual:
   Items 17, 18, 19, and 20.

Part II Section G: Assessment

This section included 19 questions most of which contained multiple items. The total number of items was 31. These items were categorized under four categories.

1. Assessment of objectives:
   Items 5, 9, 10, 11, 12, and 24.
2. Assessment techniques and types:
   Items 1, 2, 3, 4, 7, 19, 21, 22, and 23.
3. Assessment of criteria and functions:
   Items 13, 14, 18, 20, 25, 26, 27, 28, 29, 30, and 31.
4. Assessment training:
   Items 6, 15, 16, and 17.

In order to ascertain the reliability of the instrument designed for this research project, it was deemed necessary to conduct a pilot study to determine the inter-item reliabilities for the various sections of the questionnaire.

RELIABILITY OF THE INSTRUMENT USED IN THE PILOT

A pilot study was conducted to determine the inter-item reliabilities of each of the sets of questions (excluding the demographical set) involved in this present study. Given that all these scales appeared to have high inter-item reliability (see Tables 6, 7, 8, and 9), lending credibility to the accuracy of the measurement, it is possible to conclude that the degree of measurement error for this instrument is minor. What follows in this subsection is presented, therefore, only for reasons of comprehensiveness.

By definition, when the reliability of a set of items is high, the individual items tap into the same trait, hopefully the variable of interest. That is, when a scale has a high inter-item reliability, the items of that scale appear internally consistent. Therefore, it can be concluded that the measurement instrument is a precise tool for representing a single theoretical construct. In methodological terms, reliability refers to the extent of random measurement error in a scale relative to the main variable. Such error influences (weakens or attenuates) all correlates between the measured variable of interest and all others.

Inter-item reliabilities are typically expressed in the form of "Cronbach's alpha," i.e., a universally accepted coefficient for evaluating a scales' reliability or internal consistency. Error-free measurement would result in an alpha of 1. The closer the alpha is to 1 (range is between 1 and 0) the less measurement error a scale contains which, in turn, indicates a precise representation of a construct in the given set of items.

The main purpose of this pilot study was to assess the adequacy of the instrument developed for the present study. As indicated above, the items of the pilot questionnaire were developed by a team of subject matter experts, as well as a curriculum development expert and measurement and evaluation experts. Upon completion of several revisions, the instrument used in the pilot was translated into Arabic. It should be noted that the instrument being evaluated does relate to the various aspects of teaching in the new Omani curriculum that are common to all teachers in the sample as well as to all particular subject matter areas addressed by the new Omani curriculum, i.e., Islamic Studies, Arabic language, mathematics, science, social studies, and English language.

INTER-ITEM RELIABILITIES ESTABLISHED THROUGH THE PILOT STUDY

In March of 1986 a nonrandom sample of Omani teachers working in the largest Omani school districts (the Capital district and the nonurban area of Roustaq) was drawn to evaluate the instrument developed for the evaluation of the Omani primary school curriculum. The total number of participating teachers in this pilot sample was 186. Tables 6, 7, and 8 present Cronbach's alpha's for this pilot study answered by the type of teachers involved, i.e., Grades 1 - 3 teachers who are considered as classroom teachers who teach all subject matter plus subject matter teachers who teach Grades 4 - 6 with the exception of Islamic Studies teachers who teach Grades 1 - 6.

Presented in Table 6 are the three subdivisions of the theory of the Omani curriculum: educational process, philosophy and learning objectives. The reliability co-efficient is between .81 and .96.

Table 6: Inter-item reliabilities of the pilot study: Theory
Teachers (n= 186)

	Subsample Size	Reliability Coefficient
Educational Processes and the Curriculum	186	.81
Educational Philosophy and Learning Objectives	186	.96

Table 7 focuses on the process. Therefore, it includes the method of delivery of instruction, class activities and methods of assessment of students. The reliability coefficients of these variables are between .79 and .78.

Table 7: Inter-item reliabilities of the pilot study: Process
Teachers (n= 186)

	Subsample Size	Reliability Coefficient
Delivery of Instruction in the Classroom and Classroom Activities	186	.79
Method of Student Assessment	186	.78

Table 8 includes the resources necessary to implement the Omani curriculum. The resources included personnel, facilities, equipment and materials, student textbooks, and teacher's manuals with reliability coefficients between .81 and .98.

Table 8: Inter-item reliabilities of the pilot study:
Resources
Teachers (n= 186)

	Subsample Size	Reliability Coefficient
Personnel Engaged in Implementing the Curriculum	186	.81
Facilities, Equipment, Materials and Resources	186	.93
Student's Textbooks	186	.94
Teacher's Manuals	186	.98

Table 9 lists the content in the seven components. In Grades 1 through 3 all subjects are taught by individual classroom teachers. Islamic Studies is taught in Grades 1 through 6 by a subject matter teacher. In Grades 4 through 6, there are subject matter teachers for Arabic, social studies, mathematics, science, and English. The reliability coefficient for the seven content components is between .87 and .95.

Table 9: Inter-item reliabilities of the pilot study:
Content
Teachers (n= 186)

	Subsample Size	Reliability Coefficient
All Subjects (Grades 1 through 3)	37	.87
Islamic Studies (Grades 1 through 6)	23	.95
Arabic (Grades 4 through 6)	28	.94
Social Studies (Grades 4 through 6)	27	.87
Mathematics (Grades 4 through 6)	21	.94
Science (Grades 4 through 6)	23	.87
English (Grades 4 through 6)	28	.89

Tables 6, 7, 8, and 9 reveal high inter-item reliabilities for all scales utilized in this pilot study. Twenty individual items had extremely low variance or skewed or restricted response ranges. These items were not included in the instrument employed for the actual study. Of the original set of 268 items, 249 items were retained for this purpose. This latter figure includes one item - pertaining to the content of the mathematics curriculum - that was added to the questionnaire. Fifty-six items of the pilot instrument were slightly modified.

GENERAL RESEARCH QUESTIONS

Evaluation is measured as the accordance between the designers' intentions and the implementers' perception of these intentions as reflected in the objectives, recommendations for implementation, and the curriculum content in the subject matters. In order to investigate this concept, the following general research questions were formulated:

1. Are there any significant differences among the intragroup implementers, i.e., teachers, supervisors, and administrators, in their responses given to the various items of the questionnaire which reflects the intentions of the designers of the new Omani curriculum with regard to:
    a. the role of curriculum content and practice in developing the various components of the students' personalities
    b. the type of management policy in the classroom and the degree of freedom that the teacher had in choosing his or her own approaches
    c. the emphasis of the curriculum centered on the student versus on the subject matter
    d. the relationship of the curriculum content and every-day activities and the students' social and cultural heritage
    e. the development of the critical thinking skills of the students

2. Will the following demographic variables reflect differences that influence the responses of the

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teachers, supervisors, and administrators to the various items of the questionnaire?

a. sex

b. nationality

c. subject matter taught

d. school district

e. years of experience as a teacher

f. years of experience in present position as a teacher, supervisor, or administrator

g. years of experience in present position in Oman

h. educational preparation

i. length of in-service training in education

j. location of in-service training in education

k. number of workshops attended on implementation of the new Omani curriculum

3. Will there be agreement, or disagreement, on the following five major factors between the intentions of the designers and the opinions of the implementers (teachers, supervisors, and administrators) of the new Omani curriculum?

   a. the role of curriculum content and practice in developing the various components of the students' personalities

   b. the type of management policy in the classroom and the degree of freedom that the teacher had in choosing his or her own approaches

c. the emphasis of the curriculum centered on the student versus on the subject matter

d. the relationship of the curriculum content and every-day activities and the students' social and cultural heritage

e. the development of the critical thinking skills of the students

4. If the implementers (teachers, supervisors, administrators) are used as an independent variable, will it be possible to compare the differences in their responses according to their position in the educational system?

5. What knowledge and opinions do the parents of the students enrolled in the primary schools have of the new Omani curriculum?

Chapter 5

DATA ANALYSIS AND RESULTS

DATA COLLECTION

A letter from the Office of H.E. the Minister of Education was sent to the directors of all school districts. It informed them of the project's objectives and requested that a random selection of the required number of individuals (teachers, supervisors, and administrators) be made. They were also asked to assemble these respondents at given locations and times. The administration of the questionnaire was performed under the direction of the curriculum supervisors who had previously completed a half-day workshop concerning the administration of the questionnaire.

The questionnaire was essentially a self-report by the respondent using a five-point scale where 5 represents strongly agree. Such Likert scales are helpful as Babbi (1979) pointed out "the Likert is associated with questions for math that is used in contemporary questionnaires. . . the respondent is presented with a statement in the questionnaire and is asked to indicate whether he 'strongly agrees,' 'agrees,' 'disagrees,' 'strongly disagrees,' or is 'uncertain'."

The completed questionnaires were returned to a central location and transcribed onto coded "mark-sense" ETS (Educational Testing Service) sheets. Information bits from these scoring sheets were entered onto the IBM 3081 located at the State University of New York at Buffalo. The precoded information bits were verified to insure that each variable's value was entered within the limits set.

RELIABILITY OF THE INSTRUMENT OF THE ENTIRE SAMPLE

In order to confirm the reliability of the instrument obtained from the pilot, a second inter-item reliability test for the entire sample was conducted. As indicated in Chapter 4 the sample consisted of 2,264 teachers, 191 supervisors, and 150 administrators. Tables 10, 11, and 12 present Cronbach's alpha's for teachers in this study broken down further by the type of teachers involved, i.e., Grades 1 through 3 teachers who are considered as classroom teachers who teach all subject matter, plus subject matter teachers who teach Grades 4 through 6, and Islamic studies teachers who teach Grades 1 through 6. For the teachers and supervisors, the subject matter areas of science and mathematics have been subdivided into concept and suitability of concepts to grade level. For the administrators, content has only one designation, all subjects grades 1 through 3.

Presented in Table 10 are the inter-item reliabilities for the four major divisions of the theory of the Omani curriculum, process, resources, and content for teachers. The reliability coefficient is between .82 and .99.

Table 10: Inter-item reliabilities for the total sample included in the study: Teachers (n = 2264)

	Subsample Size	Reliability Coefficient
THEORY		
Educational Processes and the Curriculum	2264	.92
Educational Philosophy and Learning Objectives	2264	.98
PROCESS		
Delivery of Instruction in the Classroom and Classroom Activities	2264	.91
Methods of Student Assessment	2264	.98
RESOURCES		
Personnel Engaged in Implementing the Curriculum	2264	.92
Facilities, Equipment, Materials and Resources	2264	.97
Student's Textbooks	2264	.99
Teacher's Manuals	2264	.99
CONTENT		
All Subjects (Grades 1 through 3)	936	.96
Islamic Studies (Grades 1 through 6)	313	.95
Arabic (Grades 4 through 6)	183	.90
Social Studies (Grades 4 through 6)	199	.82
Mathematics (Grades 4 through 6)		
Overall	198	.96
Concepts	198	.98
Suitability of Concepts to Grade Level	198	.97
Science (Grades 4 through 6)		
Overall	233	.92
Concepts	233	.98
Suitability of Concepts to Grade Level	233	.82
English (Grades 4 through 6)	201	.89

Presented in Table 11 are the inter-item reliabilities for the four major divisions of the theory of the Omani curriculum, process, resources, and content for supervisors. The reliability coefficient is between .75 and .98.

Table 11: Inter-item reliabilities for the total sample included in the study: Supervisors (n = 191)

	Subsample Size	Reliability Coefficient
THEORY		
Educational Processes and the Curriculum	191	.92
Educational Philosophy and Learning Objectives	191	.94
PROCESS		
Delivery of Instruction in the Classroom and Classroom Activities	191	.77
Methods of Student Assessment	191	.86
RESOURCES		
Personnel Engaged in Implementing the Curriculum	191	.75
Facilities, Equipment, Materials and Resources	191	.93
Student's Textbooks	191	.90
Teacher's Manuals	191	.84
CONTENT		
All Subjects (Grades 1 through 3)	44	.96
Islamic Studies (Grades 1 through 6)	22	.89
Arabic (Grades 4 through 6)	25	.79
Social Studies (Grades 4 through 6)	23	.94
Mathematics (Grades 4 through 6)		
Overall	27	.88
Concepts	27	.90
Suitability of Concepts to Grade Level	27	.98
Science (Grades 4 through 6)		
Overall	26	.84
Concepts	26	.89
Suitability of Concepts to Grade Level	26	.90
English (Grades 4 through 6)	24	.82

Presented in Table 12 are the inter-item reliabilities for the four major divisions of the theory of the Omani curriculum, process, resources, and content for administrators. The reliability co-efficient is between .84 and .97.

Table 12: Inter-item reliabilities for the total sample included in the study: Administrators (n = 150)

	Subsample Size	Reliability Coefficient
THEORY		
Educational Processes and the Curriculum	150	.84
Educational Philosophy and Learning Objectives	150	.95
PROCESS		
Delivery of Instruction in the Classroom and Classroom Activities	150	.87
Methods of Student Assessment	150	.92
RESOURCES		
Personnel Engaged in Implementing the Curriculum	150	.87
Facilities, Equipment, Materials and Resources	150	.90
Student's Textbooks	150	.93
Teacher's Manuals	150	.96
CONTENT		
All Subjects (Grades 1 through 3)	150	.97

Methods of Data Analysis

The present study is considered as essentially expositional and descriptive in nature. Since the items were drawn from recognized bodies of literature, that in the main represent the existing body of knowledge concerning curriculum development, theory, and evaluation, their validity is assumed as acceptable.

I. INTRODUCTION

The questionnaire is separated into four theoretical categories (described below) that differentiate the questionnaire into the different aspects of education. An emphasis is given to the similarities and differences among the three different academic positions held by subjects: teachers, supervisors, and administrators.

Four categories were developed to describe the general information to be assessed by each section of the questionnaire. The first category, THEORY, includes the items in Part I Section B ("Educational Theory") and Part I Section C ("Learning Objectives"), which assess the educational theories held by the subjects, as well as their view on the objectives put forth by the Omani curriculum. The second category, PROCESS AND PRACTICE, includes items from Part II Section B ("Instruction: Classroom Activities") and Part II Section G ("Assessment") which assess the implementation, to date, of the Omani curriculum. The third category, RESOURCES, includes items from Part II Section C ('Staff'), Part II Section D ("Facilities, Equipment, Materials, and Resources"), Part II Section E ("Textbooks"), and Part II Section F ("Teacher's Manual") which assess the quantity and quality of resources available to the educational personnel and students. Finally, category four, CURRICULUM CONTENT, includes items from Part II Section A ("Curriculum Content") which assess the extent to which the curriculum content, as specified by the Omani curriculum, has been successfully implemented, as well as the teachers', supervisors' and administrators' satisfaction with this curriculum. The "Curriculum Content" section has seven subdivisions imposed by the different methods of subject matter presentation used in the primary school. Subject matter is presented to students by (a) classroom teachers responsible for all subject matter taught in the first through third grades (subdivision 1); and (b) specialized teachers responsible for either Arabic language, mathematics, science, social studies or English language taught from the fourth to sixth grades, or Islamic studies taught from the first to sixth grades (subdivisions 2-7).

All of the statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), (Nie et al., 1984) computer programs.

The sources of the independent and dependent variables were derived as follows. The questionnaire items found in Part I Section A: Demographic Information Sheet and Part I Section B: Opinion Survey were used to identify differences between subjects within each academic category of teacher supervisor, and administrator. The items in Part I Section A differentiated subjects on three general topics: general demographic variables; occupational status or variables distinguishing the subjects by job description; and academic preparation. Only those items that were given to all three academic personnel groups were used as independent variables. These assess the item's influence on each response to the dependent variables described below. The items are listed below, with each item followed immediately by the categories into which it was differentiated.

Sex
male female

Nationality

Omani Non-Omani

School District

Capital Roustaq Sharqiyah Dhahirah
Musandam Batinah Dakhiliyah Wosta
Janoubiyah

Subject Matter Taught (Teachers and Supervisors only)

All subjects (1-3) Science (4-6)
Islamic studies (1-6) Social studies (4-6)
Arabic language (4-6) English language (4-6)
Mathematics (4-6)

Number of Years as a Teacher

1 to 3 years 4 to 6 years
7 to 10 years 10+ years

Number of Years at Your Present Position (Supervisors and Administrators only)

1 to 3 years 4 to 6 years
7 to 10 years 10+ years

Number of Years at Your Present Position in Oman

1 to 3 years 4 to 6 years
7 to 10 years 10+ years

Educational Preparation

College or University degree in Education
College or University degree other than in Education
Teacher Training Institute (2 years after Secondary School)
Teacher Training Institute (1 year after Secondary School)
Teacher Training Institute (5 years after Preparatory School)
Teacher Training Institute (3 years after Preparatory School)
Secondary School
Preparatory School
Elementary School
Without completing elementary school

Length of In-Service Training in the Practice of Education

None
1 month
1 to 3 months
4 to 12 months
1 to 2 years

Location of In-Service Training in the Practice of Education

Oman
Outside Oman

Number of Workshops Attended on the Implementation of the Omani Curriculum

None
One
Two
Three
Four+

Five theoretical factors were identified from items assessed in Part I Section B: Opinion Survey. As discussed in detail in Chapter 4, the mean response given by subjects to the items that defined each factor was calculated and classified as being either low (mean between 1 and 2); medium (mean between 2 and 4, exclusive); or high (mean between 4 and 5). These classifications correspond roughly to subject disagreement (low), strong agreement (high), or a neutral response (medium) to the concept or factor being defined. The relationship between the subject's response to each of the five factors and the subject's subsequent response to the dependent variables was assessed using each factor as an independent variable. The content of each factor is described below (see Chapter 4 for more detail):

I. The role of curriculum content and practice in developing the various components of the student's personality: Items 1, 2, 3, 4, and 7.

II. The type of management policy in the classroom and the degree of freedom for the teacher in choosing his/her own approaches: Items 5, 10, and 16.

III. The emphasis of the curriculum centered on the student versus on the subject matter: Items 6, 8, 9, 12, and 13.

IV. The relationship of the curriculum content to every-day activities and the student's social and cultural heritage: Items 11, 14, 15, and 17.

V. The development of critical thinking skills of the student: Items 18 and 19.

Finally, the subject type as a teacher, supervisor, or administrator was used as an independent variable to compare differences in subject response according to position in the educational system. The dependent variables in all analyses were the mean response given by teachers, supervisors, and administrators to items of the following sections or subdivisions:

Part I Section C: Omani Educational Objectives
Part II Section A: Curriculum Content
Part II Section B: Instruction Classroom Activities
Part II Section C: Staff
Part II Section D: Facilities, Equipment, Materials and Resources
Part II Section E: Textbooks
Part II Section F: Teacher's Manuals
Part II Section G. Assessment

A mean response score was calculated for each section or subdivision yielding one dependent measure for items under the THEORY category ("Omani Educational Objectives"); two dependent measures for items under the PROCESS category ("Instruction: Classroom Activities," and "Assessment"); and four dependent measures for items under the RESOURCES category ("Staff," "Facilities, Equipment, Materials and Resources and Equipment," "Textbooks" and "Teachers' Manuals"). (The reader will note that during the statistical analyses the THEORY category includes only Part I Section C because Part I Section B was used as an independent variable.) The seven subdivisions of the fourth category, CURRICULUM CONTENT, were, in some cases, further subdivided producing a final yield of 29 dependent measures as delineated below. The curriculum content items on the subject matter taught in grades 1 through 3 by the classroom teacher included the specific content areas of Arabic, mathematics, science and social studies. In addition, items on general issues in teaching the curriculum content were present. As a result, nine dependent measures were identified from those questionniare items addressing the subject matter taught in grades 1-3. Listed below are the nine dependent measures along with a general title indicating the subject matter addressed by each.

All items on the subject matter in grades 1-3 (All Content)

General items on educating (education)
Items on Arabic studies (Arabic)
Items on mathematics (mathematics)

All items on science in grades 1-3 (All science)
    Items on 1st grade science (first grade)
    Items on 2nd grade science (second grade)
    Items on 3rd grade science (third grade)
Items on social studies (social studies)

"Mathematics (4 - 6)" items were subdivided into 10 dependent variables: General mathematics; the evaluation of mathematics content specific to grades 4 through 6 and the combined content common throughout grades 4 through 6; the appropriateness of mathematics content in grades 4 thrrough 6, and the combined content common throughout grades 4 through 6; and all mathematics (Grades 4 through 6) items. Science (Grades 4 through 6) items were subdivided into five dependent variables: General science; the evaluation of science content specific to grades 4, 5, and 6, and those concepts found throughout grades 4 through 6. The remaining curriculum content subdivisions were provided single dependent measure on their particular content area: Islamic Studies (Grades 1 through 6), Arabic (Grades 4 through 6), English (Grades 4 through 6), and Social Studies (Grades 4 through 6).

Teachers, supervisors, and administrators responded to all items within the THEORY, PRACTICE and PROCESS, and RESOURCE categories. In Part II Section A, however, teachers and supervisors were asked to respond only to those sections of Part II Section A which applied to their teaching experience, while administrators were asked to respond only to those items found within the subdivisions of all subjects (Grades 1 through 3).

Information was also gathered from the parents by using the Parent Information section of the questionaire as well as the Parent Opinion Survey. These items were used to assess the parents' view of the current Omani curriculum and how this view differs with respect to some key demographic and educational variables. The results of the parent information section are only descriptive.

Two statistical techniques were used to analyze the data gathered from this questionnaire.

a. Descriptive statistics such as frequency, percentage, mean, and the standard deviation, were used to summarize the item by subject type (teacher, supervisor, administrator, and parent) response to each Part and Section of the Questionnaire.

b. Analysis of Variance (one-way) with the Scheffe post hoc comparisons or t-tests were used to compare:

   i. the effect of the demographic variables identified in Part I Section A of the questionnaire on each subject type (teachers, supervisors, and administrators) response to each Part and Section IC and IIA through IIG.

   ii. the effect of the five Factors identified in Part I Section B of the questionnaire on each subject type response to each Part and Section IC and IIA through IIG.

   iii. the differences in response given by the three subject types to each Part and Section IC and IIA through IIG.

The results will be presented in the order given below.

First, a summary of the descriptive data reported in the tables in Appendix B is given. The purpose of the summary is to present a general overview of the qualitative and quantitative nature of the subjects' responses to each section of the questionnaire, by indicating to the reader the direction (towards either "mostly" or "rarely") and strength (accounting for 50, 60,... or 100 percent of all responses) of the mean response to questionnaire items. The material is presented within the theoretical framework described above, and, is discussed with emphasis on the similarities and differences among the teachers, supervisors, and administrators. From the descriptive statistics the degree of accordance between the intentions of the designers and the perceptions of the implementers is presented.

Second, parametric statistical analyses (as described in b.i. above) were performed in order to identify the extent to which the demographic variables identified from Part I Section A ("Information") influenced the response given by teachers, supervisors, and administrators to questionnaire items on the Theory, Practice and Process, Resources, and Curriculum Content of the Omani Educational System.

Third, parametric statistical analyses (as described in b.ii above) were performed in order to identify the extent to which the five factors identified from Part I Section B predicted each academic personnel groups' response to subsequent items on the THEORY, PRACTICE and PROCESS, RESOURCES, and CURRICULUM.

Finally, the respondents' academic position as teacher, supervisor, or administrator was used as an independent variable in order to compare statistically (as described in b.iii. above) the differences in response among these three personnel categories.

II. DESCRIPTIVE ANALYSIS

A. THEORY

Questionnaire Part I Section B: Opinion Survey asked teachers, supervisors, and administrators several questions about educational philosophy and issues.

The administrators' responses generally showed greater uniformity than teachers' responses with only three items having mean scores less than 4.00 out of 5.00. Even those three items had mean scores over 3.65. The highest item mean score (4.83 +/- 0.39) was in Item 5 which states that the teacher should keep in mind that students have to be made to work. Here, all but 16 percent of the administrators chose the highest response level "strongly agree".

Another item on which there was a very high response mean score (4.79 +/- 0.54) was Item 7 which stated that educational goals should be defined in accordance with the students' interests and needs as well as by the demands of society. It is interesting that on such a pivotal question over 82 percent of the administrators responded with "strongly agree".

Other essential questions include Item 6 regarding standards of achievement that vary with the student rather than being the same for all students. About 95 percent agreed and about two-thirds of these agreed strongly, leaving little room for doubt in the Omani aim for individualized educational goals.

Item 13 questioned whether subjects that "sharpen the mind," such as mathematics and science, should be emphasized more than they presently are. Well over 90 percent of the administrators agreed with this statement and over 50 percent strongly agreed. Such a response, if not artificially heightened by scientific biases or by slanted item wording, points toward a major decision on curriculum development and implementation.

Further, when questioned if emotional and social development are as important as academic achievement (Item 17), the administrators again responded with strong agreement. This again sets the stage for structuring a new curriculum with incorporation of both the logical and scientific emphasis in courses, while also requiring activities that lead to fuller emotional advancement.

With such strongly positive replies over the whole Part II Section B portion of the questionnaire, the items with the lowest mean scores might be taken as relatively negative. The two lowest mean scores were seen in Items 2 and 11, each with mean scores under 4.00. Item 2 questions whether proper attitude is more important than the learning of subject matter. Responses to Item 11 were equally reserved, thus suggesting noteworthy lack of favor for the use of life experience rather than a subject matter as the organizational center for a curriculum.

Finally, Item 8 was not outstanding relative to other item mean scores but showed the administrators to be only mildly interested in a curriculum focused upon teaching the students according to the individual's ability rather than grade level. This contrasts with the strong response mentioned for Item 6 regarding standards of achievement. Perhaps this underscores a pragmatic acceptance that the individual's goals must vary but that individually tailored instruction is not feasible at the present time.

Among supervisors the item mean scores were very similar to those of the administrators. All items had mean scores above 3.80, and the three lowest items were the same for both groups. The supervisors' answers were also very consistent within the group, with several items having slightly higher mean scores and smaller standard deviations than those responses from the administrators. There were no outstanding exceptions to the pattern already mentioned in the administrators' questionnaires, and within the group of supervisors there were few cases where the supervisors' subject area separated them from the group in general. One exception to this generalization was the group of supervisors of Arabic who were far less strongly positive than others when asked the learning of proper attitudes outweighed the learning of subject matter. Also, English supervisors were often less strongly positive than those in other subjects and showed greater within-group variations.

The responses of the teachers to the same questionnaire items were, likewise, similar to the administrators'. The mean scores were all above 3.00 and Items 2 and 8 were low. Understandably, Item 10 received a unique response mean score. This item states that teachers need to be guided in what they teach. While the mean score was still positive (3.69), the variability was high (S.D. +/- 1.30) and the mean score was among the three lowest for all items items. Perhaps the teachers feel their contribution is somewhat more well-founded or creative than do the administrators or supervisors. On the same item, the teachers of Islamic studies were most likely to answer very positively, and the science and Arabic teachers the least positively.

Interestingly, the English teachers were far less likely to answer "strongly agree" on Item 18 than other teacher groups. This item states that students should be taught that all problems should be subjected to critical and objective analysis. This pattern also appeared in Item 19 which refers to learning as experimentation where testing alternatives is necessary.

Overall, the scanty number of negative responses to this section of the questionnaire suggests a need for revision of its format and items. There may be an inherent lack of independence of responses to such politically and socially important questions. Clearly, the educational philosophy and issues examined here are crucial in curriculum selection, development, and implementation.

Questionnaire Part I Section C: Omani Educational philosophy and learning objectives was submitted to 2,605 teachers, supervisors, and administrators and asked a total of 31 questions.

The administrators' responses were generally positive, with mean scores always greater than three on a scale from 1 to 5. The responses were most strongly positive, i.e. mean scores exceeding 4.10, on items such as 1, 6, 23, and 31. The highest mean score was on Item 6 about the extent to which the curriculum seems to facilitate the capacity to experience multiple loyalties, such as to family, country, religion, and culture. There were almost no negative responses to this item, and most responses were at the highest choice level.

The second highest mean score was seen on Item 1 where nearly as many administrators as mentioned above indicated that the curriculum did indeed develop loyalty to the Omani society. The curriculum was also seen by administrators as clearly promoting awareness of learning as a life-long process (Item 5) and helping to enhance the ability and desire to use language correctly (Item 23). Further, the curriculum was perceived as developing knowledge basic to

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understanding the Omani cultural heritage (Item 15) and as emphasizing the affective aspects of the subjects taught (Item 31).

Other items received generally positive reaction from administrators, although the mean scores were only between 3.55 and 4.05. The lowest mean score was seen on Item 17 regarding curriculum facilitation of positive attitudes and habits of expressing hunches and guesses in early stages of inquiry.

Although there was such uniformity of positive mean scores throughout this section of the questionnaire, there were some items with highly variable responses. The two items with standard deviations about 1.00 were 8 and 11. These items refer to developing the capacity for independent study processes and to facilitating critical thinking skills.

The supervisor's responses were the most uniform of all groups. All response mean scores were positive, such as on Item 28 regarding coordination and integration of the curriculum among various subject matters. On this item, only social studies and English supervisors had more than 20 percent negative responses.

Item 17, regarding use of hunches and guesses in early stages of inquiry, had the lowest mean score with supervisors just as had been reported with administrators. Other weakly positive mean scores appeared on Items 18 and

19 regarding consciousness of social problems and use of imagination in conceptualization, respectively.

The highest mean scores were seen in Items 1 and 6. These two questions refer to the curriculum developing loyalty to Omani society and to experiencing multiple loyalties such as to family, country, religion, and culture.

On Item 3, English supervisors were distinct in their lack of conformity with the positive mean scores of the other subject supervisors. This item specifically asked about the curriculum promoting civic responsibilities. Similar lack of conformity was seen for Items 4 through 12, and 15 and 20.

On Item 13, questioning the curriculum promotion of a capacity to recognize and tolerate complexity and ambiguity, both social studies and English supervisors tended toward mediocre responses. On Item 16, encouraging ability to work together, the mathematics supervisors shifted noticeable from a positive group response. There was a generally less positive overall reaction to this item among all supervisors than to many other items.

The response of teachers to Part I Section C of the questionnaire showed less consistency within the group than with either supervisors or administrators. On most items, teachers responded with such variability that usually the combined positive and neutral responses totalled only 60 - 70 percent. The same statistic yielded 70 - 80 percent for supervisors and sometimes even higher for administrators.

Two items drew strongly positive responses from the teachers. The first, Item 1, questioned curriculum development of loyalty to Omani society. Over 50 percent of the responses were at the highest response level with the mean score at 4.32 (+/- 0.88). The second was Item 6, regarding facilitation of the capacity to experience multiple loyalties, and had an mean score of 4.36 (+/- 0.88).

Items 5 and 23 both had teacher response mean scores of approximately 4.14 (+/- 1.00) corresponding to the response "frequently". These items questioned first, curriculum promotion of the awareness of learning as a life-long process and, second, the curriculum promotion of correct language usage. In addition, Items 24 and 31 received rather positive mean score responses (4.0 +/- 1.00). These items indicate that the teachers see the curriculum as frequently emphasizing affective aspects of subjects and as facilitating the ability to relate them to everyday life.

All of the remaining items had somewhat lower mean score responses but none were as low as 3.00 which is a neutral or mediocre response. Interestingly, the mathematics teachers were outstanding in the degree of negativity of responses compared with other teachers on Items 23, 24, and 31 mentioned above. In these three cases, 22-27 percent of the mathematics teachers responded with a "2" or "rarely." This is several times the percentage of negative responses of any other teacher group.

The lowest item mean score was seen on Item 17 regarding curriculum facilitation of positive attitudes toward hunches and guesses in early stages of inquiry. The teachers most often chose the neutral response and roughly 12 percent of them chose "rarely."

A number of items had mean scores of approximately 3.50. These included the items focusing on the development of a capacity for independent study (Item 8), of an ability to judge the validity of evidence (Item 12), and of a capacity to recognize and tolerate complexity and ambiguity (Item 18).

B. PROCESS AND PRACTICE

Administrators responding to the Part II Section B: Instruction "Classroom Activities" showed more uniformity in opinion than either teachers or supervisors. This was seen most in Items 1 through 3 as well as 9, where the upper half of the scale was chosen by 70 to 100 percent of the respondents. On Item 1, over 90 percent of the responses were from the upper half of the scale. This indicates that there was high agreement that classroom procedures conform with course objectives. Likewise, administrators seemed to feel that it was quite common to find the curriculum suited to the students' abilities and, also, that consideration was given to the background, experience, and preferences of the teacher. A large majority of the administrators agreed that studying society had value in improving communication skills.

The teachers' responses showed much greater variability than the administrators' or supervisors' responses. Most commonly, no single response was used by even 50 percent of those responding. Items 4 and 5 drew rather negative reaction from the teachers who indicated that they perceived that they had insufficient time to prepare for field and practical activities and classroom teaching and that school libraries had inadequate selections of professional literature. There was agreement among teachers on Item 1 that classroom procedures conform with course objectives. Interesting, mathematics teachers for grades 4 through 6 were much more likely to disagree than teachers from any other group. The same pattern of responses was seen in Item 2 which referred to the suitability of the curriculum for students of different abilities.

Item 3 queried the level of consideration that was given to the teachers' academic background, experience, and preference when making teaching assignments. The mean score teacher response was positive but the item drew far more extreme responses than any other item. The results of Item 7 indicate that teachers see students as occasionally or frequently challenged to think logically and critically. In responding to this item, English teachers were much more consistent and more strongly positive than other teacher groups. Item 8, regarding encouragement of students to develop their own investigations, drew responses with a very similar pattern. Lastly, the teachers of mathematics stood apart with noticeably more negative reaction than others when answering Item 9. This item questioned the value of studying society to improve communication skills, and the overall teacher response frequently indicated a belief in such study.

The supervisors were very uniform in believing both that classroom procedures conform to course objectives and that instructional methods suit student abilities. Item 3 on teaching assignments was generally answered positively but more conservatively than by teachers. Supervisors seemed to agree with teachers that there was only rarely or occasionally adequate preparation time for teaching and practical activities. Likewise, the supervisors clearly see a need for improving library selections of professional materials. Finally, the responses to Item 9, on improving communication skills from studying society, showed supervisors answering in a strongly positive way.

Part II Section G: Assessment sought opinions from teachers, supervisors, and administrators about student assessment. The responses from these three groups were quite similar and generally positive. All item mean scores were greater than 3.00 out of 5.

Items 8 a, b, and c all questioned the preferred source of the tests. Responses of the administrators, supervisors, and teachers alike indicate that a large majority agreed that teachers should construct tests, rather than have the school or the district construct them. Item 8c showed the elementary school be made by the district. All groups alike ranged widely across the five-point scale. The mean scores for each group were close to 3.00 which is the neutral point. Roughly one quarter of the responses were evenly split between the extreme ends of the scale.

Item 5 asked to what degree do the tests assess various aspects of learning. All three groups of the respondents agreed generally that recall of facts and comprehension were assessed by tests. To a slightly lesser degree, there was agreement that the ability to analyze and the ability to apply were also assessed by tests. Only mildly positive mean scores were seen in all three groups when asked the degree to which problem-solving was assessed by tests.

The first item asked what assessment technique or instrument had been used. All three groups indicated that objective tests (Item 1b) and teacher observation (Item 1d) were used most frequently. Non-written performance tests (Item 1a) and essay examinations (Item 1c) were seen as used less often and apparently less consistently.

C. RESOURCES

Part II Section C: Staff sought opinions about school staffing from teachers, supervisors and administrators.

When the responses of the administrators were averaged, Items 7 and 8 were found to differ most from the general trend of mildly positive mean scores. Item 7 had the highest mean score (3.95 +/- 0.89) with about 80 percent of the administrators expressing the opinion that teacher assignments are adequately reviewed frequently or most of the time.

The lowest item mean score (2.95 +/- 1.20) was in Item 8 indicating a noncommittal attitude regarding the adequacy of release time for in-service education for primary school teachers. The remaining items were all mildly positive and indicate few strong opinions regarding adequacy of teacher preparation (Item 1) and the Ministry contribution to professional improvement of the teachers (Item 4), as well as the presentation of in-service training and the extent of supervision of curriculum implementation (Item 10).

The supervisors responded to this section of the questionnaire much as did the administrators, although items regarding preparation and participation of the teachers had slightly higher mean scores. Item 8 again had the lowest mean score (3.07 +/- 1.09). This suggests that supervisors are uncertain about the adequacy of release time for in-service education for the primary school teachers.

In Item 5, the supervisors were asked to what degree are non-specialized teachers used in teaching the fourth, fifth, and sixth grades. Generally, the response was mediocre and, therefore, a bit more negative than most other items. Science supervisors stood apart from the rest by answering "rarely" or "never" about 38 percent of the time, which was nearly twice as often as any other group. On Item 6 regarding coordination between teachers, the Arabic and especially the social studies supervisors exceeded other groups markedly in the number of low responses.

Among teachers, the most extreme item mean scores were seen for Items 1 and 8. Item 1 was the highest (3.94 +/- 0.94) and, not surprisingly, it rated the adequacy of teacher preparation in their respective subjects. The lowest mean score was seen in Item 8 (2.63 +/- 1.27) indicating the greatest negativity in judging the degree to which the teachers get release time for in-service education. Likewise, the presentation of workshops in implementing the curriculum. The remainder of the items had mean scores in the mildly positive (3.10 +/- 3.60) range.

Part II Section D: Facilities, Equipment, Materials, and Resources sought opinions on the adequacy of educational equipment, facilities, and other resources.

The responses of the administrators were most strongly positive for rating room ventilation (Item 1a) and for location of electrical outlets (Item 1b). There were no other such positive mean scores, and even the above two items showed a high degree of variation (s.d +/- 1.15 and 1.25, respectively). Two items, Items 7 and 8, had mean score responses from administrators that were very near 3.00 on a scale of 5.00. These indicate a non-committal reaction when questioned about the extent to which the facilities and equipment are kept in good working order and about adequacy of classroom size and number.

The administrators seemed, as a whole, apparently least satisfied with the number of books for students (Item 36), since the mean score of their responses was (2.20 +/- 1.09) or "rarely adequate." Ratings of audio-visual equipment and instructional aids were generally quite low, hovering between 2.28 and 2.85. The same is true of the mean scores for the items regarding the supply of teachers' books (Item 3a), availability of the audio-visual equipment for immediate use (Item 5), and the adequacy of space for student projects (Item 1f).

The supervisors tended to respond very similarly to the administrators except for being somewhat closer to neutral mean scores at 3.00. There was even more conformity among supervisors in certain other items. For example, there was much agreement that rooms were properly ventilated (Item 1a) and fairly good agreement on the adequacy of number and size of classrooms.

The teachers were far more variable in their expressed opinions than were either supervisors or administrators (S.D. often greater than 1.30). Despite this, the mean score of teacher responses was remarkably close to the other groups.

Part II Section E: Textbooks sought opinions regarding the textbooks used for the various subject matters.

The administrators replied in a strongly positive way to Items 1a through 1g and 3a. These questions indicate a very high degree of satisfaction with textbook layout, binding, type size, and artistic quality. The same is true of size of the book, as well as the number, suitability, usefulness, and realism of the illustrations, and of the application and instructional objectives. On all of these variables the number of positive responses ranged upward from 75 to over 90 percent of those answering.

Likewise, the administrators were generally very satisfied with the textbook sequencing, accuracy, recency of information, and concept integration (Items 2a through 2d). Again, over 70 percent of the responses were definitely positve. Roughly one quarter of the responses were neutral and less than 3 percent were negative.

Items 2e and 2f were only slightly less adequate as indicated by the administrators. Thus, the textbooks were generally judged to be satisfactory with regard to flexibility as well as to application and integration with other subjects. For these two items, approximately 60 percent of all responses were positive. Only 5 to 10 percent indicated any degree of dissatisfaction.

The same pattern of responses was given by these administrators on Items 3b through 3f. For Item 3b, two-thirds of the respondents were satisfied with the conformity of vocabulary, readability, and so forth to the developmental stages of the students. The remaining parts of Item 3 revealed roughly the same degree of satisfaction with the way the text presents characters or situations with which the students can identify, as with the help given in developing critical thinking, and with the textbooks' conformity with the achievement level of the students.

The lowest mean score responses were found in Items 2g and 4d, although these were still positive (3.47 and 3.55). The first of these questioned the degree of satisfaction with the amount of content in relation to the time allowed. Item 4d questioned the extent to which the student is motivated by text exercises. In this last item, there were the same number of neutral and negative responses as positive responses.

The mean scores of responses of the supervisors were very much the same as those of the administrators. The greatest difference from administrators was on Item 4a where the supervisors' mean score was 0.2 lower. This suggests slightly less satisfaction with the extent to which text exercises help diagnose student weaknesses.

The teachers differed from supervisors and administrators in that there was less agreement within the group. At most, only 60 to 70 percent of the teachers gave positive responses to any question. Again, Item 4a was a bit lower for teachers than for administrators. The teachers also responded slightly less positively on Item 2d which questions the integration of concepts within the text. Beyond these two items, the teachers responded with essentially the same mean scores as other groups.

Part II Section F: Teachers' Manuals sought opinions about the teachers' manuals for the various subject matters.

The responses of the administrators were strongly positive for most of the eleven main items. Among these items was Item 1 which questioned the extent to which special skills or training are required before the teacher can use the manual. Approximately 80 percent of the responses were "frequently" or higher. Only about 3 percent of the administrators' responses were below the neutral point and replied with "rarely" or "never." Certainly, this indicates agreement on the need for some form of training or pre-existing special skills to enable the teachers to use the manual effectively.

Items 2b-e and 3a focused primarily on the instructional objectives in the manual and included questions on how closely they were related to the subject, how clearly they were presented, and how consistently they matched the procedures used. Here, all item response mean scores were high (3.60 - 4.06) and the most common response of the administrators was "frequently," suggesting a considerable level of satisfaction with the use of objectives in the manual.

Items 2a, 3b, 3c, and 4 asked about various aspects of the presentation of subject matter in the manual, such as coherence, clarity, timeliness and effectiveness of communication. Here again, the general reaction of administrators as a group was definitely positive with mean scores between 3.78 and 3.97 (S.D. +/- 1.0).

Item 5 asked about deficiencies in the manual, thus requiring administrators who felt positively about the manual to use the opposite end of the response scale. The parts of this item questioned whether the manual was too confining, too vague in direction or outcomes, or disordered. The administrator responses indicate that such is "rarely" true. The mean scores of responses were 2.7 - 3.0, but there was a much higher degree of variability in these answers (S.D. = 1.1 -1.3) than in any other items of the questionnaire.

There was moderate agreement among administrators that the teaching materials and equipment suggested in the manual (Item 7) were available and easily used. The mean score responses (3.3 - 3.5) fell between "occasionally" and "frequently."

On Items 6a through 6d, a number of questions were asked about the ideas, suggestions, and activities in the teacher's manual, including whether these are useful, relevant, practical, interesting, and whether they fully involve the students' attention. The administrators were most positive about the practicality aspect (3.93 +/- 0.77), but were generally positive on all item parts. Further, Item 6e questioned suitability for different levels of learning responses from students. The responses suggest greatest suitability for the superior students and least for the below-average students.

All other items on this section received positive responses from administrators, with mean scores all between 3.5 and 3.9. Thus, on average, administrators were frequently satisfied with the evaluation procedures (Item 10), the encouragement in development of instructional processes by the manual (Item 8), and the manual's helpfulness in promoting concept understandinig for both teacher and student (Item 9).

The supervisors' responses were very similar to those of the administrators on items about training needed for use of the manual (Item 1), objectives (parts of Item 2), encouragement in developing instructional processes (Item 8), and many aspects of concept development (Item 9). However, the supervisors' opinions were somewhat less strongly positive on several other items, nonetheless showing mean scores greater than 3.5. These items included Items 3 and 4 on clarity, timeliness, and effectiveness of communication in the manual. Likewise, the same pertains to Item 6 on the usefulness, relevance, practicality of the ideas, suggestions, and activities presented in the manual.

The supervisors were generally more strongly positive than the administrators about the availability and ease of use of teaching materials and equipment suggested by the manual (Item 7). Further dissimilarity was seen in Item 9a where less agreement was found among supervisors that the manual promoted the teacher's understanding of concepts (3.6 +/- 1.0). The same response pattern was seen in Item 5 regarding the deficiencies of the manual. Here, slightly higher response mean scores suggest that fewer believe that disorder, vagueness, and so forth are "rarely" seen.

The teachers' responses to this questionaire were remarkably like those of the administrators on many items. These included Item 6e where teachers' responses grade the suitability of the manual for students of various ability levels. As with administrators, the teachers apparently see greatest suitability for the superior student and least for the below-average student. Likewise, administrators and teachers were equally positive regarding the clarity and timeliness of the manuals' content (Item 4), as well as the development of instructional processes (Item 8).

On a few items the teachers responded more positively than the supervisors. This was true of Item 3 on the effectiveness of the manual in communicating objectives and subject matter. It was also true of Items 11 and 9e about the variety of evaluation methods and suggestions on relating concepts to everyday life.

In a few cases, the teachers' opinions gave mean scores notably below those of the supervisors. In Item 1, the teachers were only mildly positive (3.4 +/- 1.26) regarding the extent to which training or special skills are required before using the manual. The teachers were also slightly less positive than administrators about the availability of teaching materials and equipment suggested by the manual.

D. CURRICULUM CONTENT

Part II Section A: Curriculum Content includes items about the Omani curriculum content.

First to be considered were the first, second, and third grades. At these levels about 85 percent of both the administrators and supervisors agreed (4.0 +/- .7) that consideration was often given to long range goals which establish criteria (Item 1) for course content in general education. The teachers' reactions were only slightly lower (3.8) and showed greater variability in response (SD +/- .9). The amount of class time scheduled (Item 2) was usually found sufficient according to all groups asked, although, again, administrators and supervisors reported slightly more positive mean score scores (4.0, 4.3) than teachers (3.9).

On Item 4, each group responded to the question about the degree to which teachers are involved in developing the curriculum. Interestingly, the administrators and supervisors replied with a mean score corresponding to "occasionally" or "rarely" (2.8, 2.7), while the teachers' reaction was a half level higher (3.3) and indictes "occasionally" or "frequently."

Item 5 asked about the extent of integration found among courses in grades 1 through 3. All groups replied with fairly positive mean scores (3.9 - 3.65). Supervisors and administrators were likewise positive about the encouragement and assistance provided by the curriculum for students to engage in special activites, such as clubs and contests, (Item 3). Further, the inclusion of field and practical activities in the Omani curriculum (Item 6) was also rated well above the neutral point (3.6).

Regarding Arabic studies in grades 1 through 3, certain questions brought very high response mean scores from administrators. These included items on successful development of skills in super linear signs from the second half of the first grade (Item 7a), in classic Arabic pronunciation (Item 8a), in all three grades, in conversation, fluency in reading (Item 8c), sentence analysis (Item 8d), and letter identification (Item 8e). Further, high item mean scores suggest support for the Arabic content in its emphasis on variety of concepts (Item 10a), the social and communicative function of language (Item 10e). The item on inclusion of nursery rhymes and stories develops an appreciation for the musical nature of the language (Item 12) most strongly supports this practice for the Arabic studies curriculum.

A useful indicator was Item 7b wherein the weakest response mean score was recorded. This item focused on the appropriateness of teaching the grammatical structure of Arabic from the second grade. The low mean scores suggest that the study of Arabic grammar at that age may be deemed premature educationally. This item showed very wide variation within the groups, and this leads to questions of hidden complexity in the issue.

Item 10c which refers to the emphasis in the curriculum on the use of classic Arabic in everyday communications received a rather mild response compared with other items of this questionnaire. Therefore, teachers, supervisors and administrators agree that the introductory levels of a language not heavily emphasize everyday usage. The beginning student might benefit from first building a foundation of vocabulary and grammatical structure.

The supervisors were very similar in their responses to the administrators on most items. One minor difference was in the weaker reaction of supervisors to development of written self-expression skills (Item 8i). The teachers, as so often on other items, had slightly lower mean scores; however, in a general way were similar to the trend of responses of the supervisors and administrators.

The social studies curriculum content was surveyed through six items of this part of the questionnaire. The first block of items questioned the spiral approach of using years of gradual elaboration of concepts after first presenting them at a young age. The responses of all three groups (teachers, supervisors, and administrators) were all very positive. The administrators in social studies had the highest mean score (4.2) while the teachers, a group which is generally very conservative, had over 75 percent of the respondents in the definitely positive range, (3.9 +/- .9).

The social studies curriculum was generally judged to be effectively modifying student social behavior in grades 1 through 3. All groups replied with high mean scores (over 4) on items about developing cooperation, loyalty, patriotism, and modeling after an ideal. Here the teachers broke from their usual pattern of scoring below the administrators and supervisors. They averaged noticeably higher with nearly unanimous choice of positive responses.

The mathematics curriculum was rated on how well the concepts presented fit the level of the students' development. Items 15a through 15h were rated very highly by the administrators. These items focused on the appropriateness of studying open and closed figures, division, similarity of shapes, sets, order, units of measure, and dependence of the value of an integer on its placement in the digit structure of a number. All of these items averaged over 4.0 which corresponds to "highly" appropriate. There was a more reserved reaction evident in items about fractions and many of the curved geometric shapes (mean score over 3.7). The lowest mean scores were found on Item 15j, three dimensional shapes (mean score over 3.7). The items with lower mean scores also exhibited the greatest variation of responses within the group (SD 1.0). The teachers and supervisors paralleled the responses of the administrators, but showed generally lower mean scores. Also, where fractions, geometric shapes and less common symbols (Item 16) were concerned, these two groups showed a greater drop toward a neutral response along with wider variation.

The science curriculum contained some topics which had previously been part of the syllabus of higher grade levels. The respondents were asked to rate these topics according to how well they fit the students' development. At the first grade level (Item 19a) administrators saw the best fit in the study of day and night cycles, weather, and formation of clouds, rain, and snow. Here, the mean scores were (3.3 - 3.65) which translates into somewhere between "highly" and "somewhat" appropriate. The study of planetary motion was rated 2.96 +/- 1.16 which was the lowest mean score and corresponds to "somewhat" appropriate.

For the second grade (Item 19b), adminstrators gave the most positive responses to fit of topics of "living things reproduce" and "teeth" (3.6 - 3.9). The topics of the study of lungs and stomach were rated only "somewhat" appropriate in level. Two topics were rated, on the average, as less than "somewhat" fitted to the students. These items were the study of magnetism and the compass (2.8 +/- 1.3).

At the third grade level, administrators rated all topics listed as at least "somewhat" appropriate. Study of life cycles and reproduction, mammals, natural resources, and thermal expansion were rated the highest, near to "highly" appropriate in difficult. Electro-magnetism and oil refining were rated very near "somewhat."

Developing psychomotor skills in the process of practicing laboratory activities was evaluated in Item 18. The administrators rated both the fit to students' maturity level and the availability of materials for suggested activites as often acceptable (3.4 +/ 1.0). The availability of suitable rooms, however, was generally judged to be only occasionally acceptable in view of the goals.

Item 19 questioned the extent of repetition needed from one curriculum to another. The reaction here was strongly positive (3.9) as was the response in Item 20 regarding how the study of science units facilitates learning of the subject matter at each grade level. Further, the science content was rated by administrators as "frequently" attractive and enjoyable (Item 21) although slightly less motivational.

As usual, the mean score responses of teachers and supervisors paralleled those of the administrators.

The second major group of items to be considered in the questionnaire in Part II Section A: Curriculum Content focused on grades 4 through 6. The items used were, in part, the same as for the general education questionnaire in the lower grades. The responses indicated great similarity in opinions throughout the grades. For example, responses for Item 1, consideration of long term goals, had about 85 percent positive responses for science, mathematics, and Arabic curricula with teachers' mean scores a little lower than others. Exceptions to this generality were the slightly higher mean scores in social studies and a reverse, as well, for English with the teachers averaging 4.4 and the supervisors averaging lower at 3.

The amount of class time (Item 2) was again found sufficient by most groups, although the English and Arabic language respondents were less positive and ranged below "frequently," especially for the English supervisors (3.4). The amount of participation in curriculum development also drew responses similar to the general education group, although again, an expection was found in the English group where the teachers reported mean scores much higher than others (3.8) and so indicated their sense of being significantly involved in curriculum development.

The extent of integration among courses and grades were targeted in Items 5 through 7. Many of the mean scores were in the mildly positive range as with the lower grades. However, the English teachers were more negative, especially noting that integration between English and Islamic studies was rare. The English supervisors were unanimously positive about integration among grades in English and were generally negative about integration between the various subject matters. Thus, the responses from the teachers, supervisors, and administrators of the English subject matter were again divergent from the other groups. Finally, most groups agreed on low integration between science or mathematics and Islamic or social studies.

In items regarding Arabic, high response mean scores were given in Items 8a, 9a, and 10. These items queried success at developing conversation skills, emphasis on variety of concepts, and use of nursery rhymes and stories in developing a sense of the music of the language. Some of the lowest scores were reported on Items 9b and 9c, which asked about the emphasis on integration of the Omani dialect with classical Arabic and the use of classical Arabic in everday speech, respectively. In addition, the supervisors were completely neutral about skill development in handwriting and appreciation of grammatical rules.

The social studies segment of the questionnaire found the greatest strengths in the enhancement of patriotism (11c), sense of belonging and loyalty (11b), and cooperation. There was disagreement between groups on the issue of having a separate civics book during Grade 5. The teachers very stongly favored this (4.3), while the supervisors were mildly positive and varied widely in opinion (S.D. = 1.2). Opinions about the spiral approach to elaboration of concepts were consistently positive in all groups with mean scores near 4 on the 5-point scale.

In mathematics, the strongest mean scores were seen in items involving training in logical thinking (Item 10), use of practical or field activities (Item 9), developing habits of suspending judgement, testing accuracy, and evaluating a data source (Items 11a, b, c). Relatively weaker points were the item on the use of various sources of information (Item 11d), as well as the notable lack of difference between responses to negative and positive versions of one item (13) about extending the mathematics emphasis into grades 4 through 6.

Regarding the details of the mathematics curriculum content, Grade 4 was judged by the majority to be appropriate for teaching concepts, such as millions, fractions, primes, planes, parallels, perpendicular, area, and tables and graphing (Item 15). Some concepts were thought better dropped or moved to a higher grade. This was indicated for decimals, factors, variables, inequalities, angles, and three-dimensional shapes.

The fifth grade was judged by the majority to be the appropriate level for decimals, factors, common multiples, parallels to a plane, and volume. Curiously, when asked about placement of subjects not well-fitted to grade 5, none of the above-mentioned concepts was judged to fit. Every concept was placed with those to be moved to a higher grade or to preparatory school. This lack of consistency places the validity of the responses to this question in doubt.

The dominant choice of when to teach concepts presently taught in grade 6 indicated that the following should remain in grade 6: rounding, percent, proportion, interest, average, and range. Concepts judged more appropriate for a higher level were time, algebraic expressions, and geometric and three-dimensional figures.

The English curriculum was rated as strongest (greater than 4.2) in the development of listening and speaking skills (Items 11a and b), and silent reading to promote comprehension (Item 14a). The lowest mean scores were on Item 18 which asked how fully the following were accomplished: verbal and written accounts of incidents, neat and speedy cursive writing, and interpretation of various written matter.

The block of items covering the science curriculum involved some questions also found in the mathematics area. Items on deductive reasoning (Item 12), evaluaiton of data sources (Item 11c), and using information sources (Item 11d) had the lowest mean scores for this item type. The stronger positive mean scores were on Item 10 on practical and field activities and Item 11a and b regarding suspending judgement and testing the accuracy of data. There were only small differences between the higher and lower groups.

Item 13 sought judgements about the placement of topics within each grade according to their appropriateness to the maturity of the students. The science topics judged to be the most appropriate were organs of the body, sound and hearing, states of matter, and soil and fertilization. Refraction, reflection, and vision were judged least appropriate for grade 4.

For grade 5, the mean scores were generally higher, suggesting better general appropriateness of science topics to the students abilities. Those topics rated highest were classification and first aid; those rated lowest were mechanical and geological matters. In grade 6, the lowest ratings were for pressure, buoyancy, and atoms and molecules. The remaining topics were rated as "frequently" appropriate, and contained mainly chemistry and physics concepts, with the exception of the highest of all (4.3) on ecology.

Finally, on the last items which ask about laboratory skills and scientific method (Item 14b and c), sequencing of graded matter (Item 15), and general interest and motivation in the curriculum (Item 16), responses were all rather impressive, except for Items 14b and c. These two items received definitely low responses. In view of the otherwise high overall response scores for this questionnaire, the scores falling below neutral are very remarkable. They strongly suggest a need for more space and equipment for science courses.

The third major group of items to be considered in Questionnaire II explores reaction to the Islamic studies curriculum for grades one through six. Item one of this group focused on the extent to which long-term goals were the criteria for selection and reorganization of this curriculum. The responses to this item indicated a mean score of a little over 4 ("greatly") and showed very little variability. For example, among the teachers, more than 90 percent apparently perceived a significant consideration given to the long-term goals.

The responses to Item 2 indicate clearly that all groups questioned found that the class time allowed was nearly or fully sufficient for realizing the goals of the curriculum. Likewise, Item 3 had strongly positive mean scores that are indicative of a strong emphasis within the curriculum on the historical aspects of Islam.

The emphasis of the curriculum on philosophical aspects of Islam, however, was not judged to be the same by teachers versus the two other groups, supervisors and administrators. The teachers as a group responded to this item in a rather neutral way (3.1 +/- 1.2); the supervisors were more impressed with the extent of the philosophical emphasis. Their mean score registered between "sometimes" and "greatly" (3.4 +/- 1.2). Another difference between groups was found in Item 6 regarding the degree of teacher participation in curriculum development. The teachers' response was completely neutral, while the supervisors' mean score was more positive (3.3).

Items 7 and 8 assessed the integration of the Islamic curriculum in grades 1 to 6 and, also, integration with the other subject matters of the Omani curriculum. The responses of the groups were fairly consistent and positive, averaging 3.8 - 3.9 on the five-point scale for both items. The supervisors' responses on this item were more conservative than the teachers' and only 10 or 15 percent of this group replied that the Islamic curriculum was "fully" integrated (4.2) and the English content was found to be "seldomly" integrated (1.7). The other subjects taught were considered to fall between these two extremes with social studies (3.9), science (3.6), and mathematics (2.8) ranked in descending order.

The Islamic curriculum was examined for its encouragement of critical thinking, rational thought, and disciplined behavior in Items 12, 13, and 10, respectively. The mean scores from teachers' responses for these items were almost all rather high, 3.0 to 4.0. The highest among these were the items about Islamic education viewed as a "method of thinking and behaving" (Item 10) and "not making hasty judgements" (Item 12a). The supervisors' and administrators' responses paralleled the teachers' responses. For example, the supervisors, as a group, were less varied and a few tenths below the teachers' response.

Although Items 14 through 16 drew rather consistent high (3.90 - 4.16) responses from the teachers, Item 17 showed variation within the item that might be informative. Here, the first, second, and fifth grades were slightly lower than the others when rated on the compatibility of the number of surahs assigned versus the students' abilities. The supervisors agreed with the teachers in rating compatibility in the fifth grade as among the lowest of all grades but there was no consistency between groups when examining the other grade levels. It is important to note here that the mean scores of responses for most items on the Islamic studies curriculum were quite high so these differences in Item 17 are small in absolute terms and perhaps so in relative terms. They probably do not reflect any serious trend. Item 18 considered the other aspects of the compatibility of the selected suras with student ability. Part 18a evaluated "Quranic power" and received the highest ratings while only weak positives were present for comprehension and integration with other curricula.

An interesting difference appeared when comparison of group mean scores on Item 16 was pursued. This item refers to specially selected short surahs containing difficult expression. The groups reacted with positive responses (about 3.95) when asked about the value of these selections for recitation (Item 16a) and memorization (Item 16c). However, the supervisors stood apart by giving a sharply lower rating (3.5) on the question of Quranic exegesis and comprehension (Item 16b).

The incorporation of religious events into the curriculum in a practical way (Item 22) was rated rather low (3.5 - 3.6) compared with other items. That is, it was rated half-way between "sometimes" and "greatly." The use of examples taken from subjects outside the Islamic studies area was evaluated by Item 23 and, as might be expected, was found to be only an occasional event where science examples were concerned, and a much more common event with social studies examples. Finally, the great degree of involvement of Arabic language training with Islamic studies classes was evidenced in Item 24.

E. PARENT OPINION SURVEY

The vast majority of respondents were men, the majority of whom had at least attended secondary school. A full 18 percent were college graduates, and only 12 percent had not at least finished primary school. The Capital district had twice as many respondents as any other district. About 60 percent of the respondents had only one or two children in school, and most of these children were in grades 1, 2, and 6. Most of those who completed the parent questionnaire knew about the new Omani curriculum, and the majority had no children finishing school prior to 1978. Usually, they had heard about the new Omani curriculum from their children or mass media or "friends in the Ministry of Education and Youth." Most of the parents participate in parent-teacher meetings; however, only 40 percent do so consistently.

Item 1 of the Parent Opinion Survey points toward science and English as the subjects where most students experienced difficulties. It is true of this and all of the parent survey that the variation within the group's responses is very great (S.D. +/- 1 up to 1.5). This means that for Item 1 the responses may include large numbers of parents concerned about their children in other classes.

Item 2 inquired about the amount of homework given their children. The question evoked many strong opinions because the majority of replies were at the opposite extremes of the scale. About 15 percent more of the responses were toward the end of the scale that indicated homework was usually sufficient.

Item 3 clearly places mathematics, science, and English above other subjects for being the source of difficulties in homework assignments. Item 4a evoked mostly neutral replies on the question of whether there was too much homework. This appears to contradict the intense responses on Item 1. Item 4b queried whether the child had problems doing homework on his own and, again, the mean score was neutral. Item 4c, however, received a strong positive reaction to the question of whether the parent wanted to see school work done at home.

Item 6 data suggest that homework is an important after-school activity for most students. Item 4 indicates that Islamic studies and Arabic textbooks are the most likely to be examined by the parents. This item was written in a suggestive tone and must be viewed very conservatively. Items 8 and 9 rate the textbooks with quite positive results.

Items 10 through 12 reflect the students' reactions as perceived by the parent. The replies indicate a good measure of communication between the generations, as expected; however, the lack of opposite results on oppositely-worded questions (Items 11a and b) brings up major questions of how open and independent the responses may be.

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Item 16 suggests that the new Omani curriculum has improved the students' interactions with family members. Further, Item 15 indicates heavy reliance of parents on grade reports from school when assessing their child's progress. Finally, Item 17 asked what subject of the new Omani curriculum generally is judged the most suitable by the parent. Not surprisingly, Islamic values, Arabic culture, and the Omani heritage were given very high ratings (3.9 - 3.8). Science and technology were well below, although still rated positively (3.3).

III. Parametric Analysis of the Effect of Demographic Variables on Subject Response to Questionnaire Items on the Theory, Practice and Process, Resources, and Curriculum Content of Education in Oman

A. THEORY

Teacher response to items on the educational objectives of the Omani curriculum were influenced by the teacher's district of employment [F(8,1135) = 5.36, $p < 0.0001$]; educational preparation [F(8,1068) = 4.47, $p < 0.0001$]; experience teaching in Oman [F(3,1089) = 2.80, $P < 0.04$]; and teaching experience in a specific subject matter [F(6,1141 = 2.65, $P < 0.01$]. A Scheffe pairwise comparison of the group means was used to identify the nature of each significant result, providing the following information:

a. Teachers employed in the district of Musandam (mean = 4.15) were significantly more likely to agree with the educational objectives given in the items of Part I Section C Staff than teachers employed in Sharqiyah (mean = 3.61), Roustaq (mean = 3.64), Dakhilyah (mean = 3.70), and Capital (3.71), as shown in Table 13.

b. Teachers who had attended a teacher training institute for two years after secondary school (mean = 3.88) reported significantly greater agreement with the educational objective items than teachers who had a college or university degree in education (mean = 3.63), as shown in Table 14.

c. The Scheffe test found no differences between the mean response scores given by teachers differing in the amount of teaching experience in Oman ($p > 0.05$), as shown in Table 15.

d. The Scheffe test found no differences between the mean response scores given by teachers differing in the subject matter they taught ($p > 0.05$), as shown in Table 16.

Supervisor response to items on the educational objectives of the Omani curriculum was found to differ significantly when supervisors were differentiated by the number of years they had held their current post [$F(3,97) = 2.85$, $p < 0.04$]. However, the post hoc Scheffe comparisons

Table 13: The effect of school district on Omani educational objectives: Teachers, Supervisors, Administrators

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus			
Dependent Measure:	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)												
Teacher	3.71 (265)	3.88 (194)	3.64 (79)	3.70 (98)	3.61 (71)	3.81 (96)	3.91 (152)	3.87 (139)	4.15 (30)	5.36	8,1135	0.0001**
Supervisor	3.61 (19)	3.87 (15)	3.67 (8)	3.83 (18)	4.09 (9)	3.69 (8)	3.87 (9)	3.93 (23)	3.92 (3)	1.28	8,1030	0.26
Administrator	3.88 (29)	4.03 (12)	3.30 (6)	4.22 (10)	3.92 (4)	3.51 (9)	4.09 (11)	4.14 (10)	4.09 (5)	2.25	8,87	0.03*

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [p < 0.05].

** A Scheffe pairwise comparison of the group means found Mus to differ significantly from Shar, Rous, Dak, and Cap [p < 0.05].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 14: The effect of academic preparation on Omani educational objectives: Teachers, Supervisors, Administrators

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E			
Curriulum content of the dependent measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Learning Objectives (Part I Section C)												
Teacher	3.63 (153)	3.72 (62)	3.88 (363)	3.70 (75)	3.90 (208)	3.72 (172)	4.01 (33)	3.56 (8)	4.60 (3)	4.47	8,1068	0.0000**
Supervisor	3.63 (36)	3.57 (6)	3.84 (37)	3.64 (7)	3.89 (15)	4.29 (2)	3.91 (5)	4.11 (3)	3.97 (1)	1.32	8,103	0.24
Administrator	3.88 (28)	3.86 (14)	3.55 (15)	4.12 (6)	3.98 (3)	4.08 (7)	3.92 (19)	3.94 (4)	---- (0)	< 1	7,88	

** A Scheffe pairwise comparison of the group means found TTIS2 to be significantly different from CU-E [p < 0.05].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 15: The effect of number of years at present position in Oman on Omani educational objectives: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)							
Teacher	3.77 (719)	3.86 (248)	3.74 (82)	3.99 (44)	2.80	3,1089	0.04*
Supervisor	3.79 (60)	3.75 (28)	3.85 (15)	4.19 (5)	1.25	3,104	0.29
Administrator	4.06 (24)	3.94 (25)	3.84 (29)	3.77 (29)	1.21	3,103	0.31

* A Scheffe pairwise comparison of the group means found no two means to differ significantly [p < 0.05].

Table 16: The effect of subject matter taught on Omani educational objectives: Teachers, Supervisors, Administrators

Subject Matter: Grades:	All Subjects 1-3	Islamic Ed. 1-6	Arabic Lang. 4-6	Math 4-6	Science 4-6	Social Studies 4-6	English Lang. 4-6			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)										
Teacher	3.82 (528)	3.90 (117)	3.67 (59)	3.65 (115)	3.75 (127)	3.79 (99)	3.90 (103)	2.65	6,1141	0.01*
Supervisor	3.94 (39)	3.75 (17)	3.81 (20)	3.57 (16)	3.72 (21)	3.75 (12)	3.74 (7)	1.08	6,125	0.38

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [p < 0.05].

of the group means did not identify significant differences between two or more specific groups, as shown in Table 17.

Administrator response to items on the educational objectives of the Omani curriculum were influenced by the administrator's nationality [F(1,106) = 5.79, p < 0.02], and district of employment [F(8,87) = 2.25, p < 0.03]. In the latter analysis, a post hoc comparison of the group means did not find significant differences in response given between two or more districts as indicated in Table 13. In the former analysis, Omani administrators (mean = 4.04) were significantly more likely to agree with educational objectives than non-Omani administrators (mean = 3.77), as indicated in Table 18.

In general, very few demographic variables consistently influenced the educators response to items on the educational objectives of the Omani curriculum. Only one variable, district of employment, influenced more than one group of educators (both teachers and administrators), as shown in Table 13. Other variables significantly affecting the educator's response tendency were specific to the educator's position as either a teacher, supervisor, or administrator. For example, the general demographic variables of sex, as shown in Table 22, did not influence any educator group's response, while nationality, as shown in Table 18, influenced only the administrator's response. Independent variables differentiating educators by their

Table 17: The effect of number of years at present position on Omani educational objectives: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)							
Supervisor	3.96 (26)	3.67 (32)	3.92 (31)	3.65 (18)	2.85	3,97	0.04*
Administrator	4.06 (24)	3.94 (25)	3.84 (29)	3.77 (29)	1.21	3,103	0.31

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [p < 0.05].

Table 18: The effect of nationality on Omani educational objectives: Teachers, Supervisors, Administrators

Nationality:	Omani	non-Omani			
Dependent measure	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)					
Teacher	3.74 (284)	3.82 (790)	2.79	1,1072	0.10
Supervisor	3.96 (27)	3.75 (95)	3.73	1,120	0.06
Administrator	4.04 (49)	3.77 (59)	5.79	1,106	0.02t

t Significant at $p < 0.05$.

occupational status did not isolate specific group differences, although there was a strong trend for teachers to respond differently depending on either the specific subject matter they taught, as shown in Table 16, or their teaching experience in Oman (number of years), as shown in Table 15.

Supervisor response tended to differ when this educator group was differentiated by the number of years they had been a supervisor, as indicated in Table 17. However, as was the case for all significant differences found in the analyses of the occupational status variables, no two specific groups were found to differ. Teaching experience did not influence any educator group's response to the educational objective items, as indicated in Table 23. Interestingly, the educational objective items were not influenced by the academic preparation variables, indeed, educational preparation, as indicated in Table 14, was the only variable found to influence educator response; and it had only a small impact on teacher response specifically (see also Tables 19, 20, and 21).

B. PRACTICE AND PROCESS

Teacher response to the classroom activity items was influenced by the district of employment [$F(8,1307) = 4.24$, $p < 0.0001$]; sex [$F(1,1271) = 4.56$, $p < 0.03$]; educational preparation [$F(8,1251) = 3.21$, $p < 0.001$]; length of in-service training [$F(4,972) = 3.34$, $p < 0.01$]; location of

Table 19: The effect of sex on Omani educational objectives: Teachers, Supervisors, Administrators

Sex:	Male	Female			
Dependent Measure	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)					
Teacher	3.80 (639)	3.80 (472)	< 1	1,1109	
Supervisor	3.77 (91)	3.86 (30)	< 1	1,119	
Administrator	3.89 (85)	3.91 (23)	< 1	1,106	

Table 20: The effect of number of years of teaching experience on Omani educational objectives: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)							
Teacher	3.82 (192)	3.70 (107)	3.76 (143)	3.81 (676)	1.20	3,1114	0.31
Supervisor	3.89 (10)	3.85 (16)	3.83 (10)	3.83 (62)	< 1	3,94	
Administerator	3.89 (19)	4.02 (30)	3.82 (24)	3.82 (34)	< 1	3,103	

Table 21: The effect of in-service training on Omani educational objectives: Teachers, Supervisors, Administrators

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)								
Teacher	3.78 (350)	3.82 (262)	3.81 (56)	3.54 (43)	3.84 (127)	1.93	4,833	0.10
Supervisor	3.84 (7)	3.84 (47)	3.77 (25)	3.69 (18)	4.00 (10)	< 1	4,102	
Administrator	4.00 (19)	3.94 (20)	3.66 (9)	3.95 (17)	3.84 (24)	< 1	4,84	

Table 22: The effect of location of in-service training on Omani educational objectives: Teachers, Supervisors, Administrators

Location:	Inside Oman	Outside Oman			
Dependent measure	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)					
Teacher	3.78 (110)	3.79 (391)	< 1	1,499	
Supervisor	3.81 (20)	3.81 (73)	< 1	1,91	
Administrator	4.02 (34)	3.78 (43)	3.10	1,75	0.08

Table 23: The effect of workshop attendance on Omani educational objectives: Teachers, Supervisors, Administrators

Number:	None	1	2	3	4+			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)								
Teacher	3.73 (354)	3.80 (282)	3.86 (153)	3.91 (84)	3.86 (99)	2.29	4,967	0.06
Supervisor	3.96 (27)	3.82 (11)	3.70 (16)	3.76 (29)	3.77 (21)	1.02	4,99	0.40
Administrator	3.74 (49)	4.05 (18)	3.90 (4)	4.33 (3)	4.01 (10)	1.65	4,79	0.17

in-service training [$F(1,1600) = 5.82$, $p < 0.02$]; workshop attendance [$F(4,1115) = 7.27$, $p < 0.0001$]; teaching experience in Oman [$F(3,1264) = 5.43$, $p < 0.001$]; and by their teaching experience in a specific subject matter [$F(6,1317) = 12.69$, $p < 0.0001$]. Further analysis of each significant one-way ANOVA using the Scheffe pairwise comparison test of the group means revealed the following:

a. Teachers from Dhahirah (mean = 3.45) reported significantly greater agreement, or compliance, with the classroom activity items than teachers from Roustaq (mean = 3.06), as indicated in Table 24.

b. Male teachers (mean = 3.35) reported significantly greater agreement, or compliance, with the classroom activity items than female teachers (mean = 3.27), as indicated in Table 25.

c. The differences in response given by teachers with different amounts of educational preparation did not yield any specific significant differences between groups at $p < 0.05$, as indicated in Table 26.

d. Teachers who had one to two years of in-service training in the practice of education (mean = 3.45) reported significantly

Table 24: The effect of school district on classroom instruction and assessment: Teachers, Supervisors, Administrators

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus			
Dependent Measure:	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)												
Teacher	3.23 (245)	3.34 (229)	3.06 (102)	3.31 (124)	3.20 (106)	3.42 (123)	3.45 (177)	3.39 (192)	3.59 (18)	4.24	8,1307	0.0001**
Supervisor	3.01 (18)	3.03 (12)	3.30 (4)	3.24 (16)	3.74 (9)	3.36 (10)	3.32 (13)	3.51 (24)	---- (0)	2.42	7,98	0.03*
Administrator	3.49 (28)	3.57 (14)	3.55 (1)	3.33 (10)	3.11 (4)	3.32 (10)	3.47 (11)	3.30 (12)	4.00 (1)	< 1	8,82	
Assessment (Part II Section G)												
Teacher	3.79 (131)	3.88 (125)	3.74 (39)	3.89 (58)	3.66 (47)	3.85 (58)	3.91 (90)	3.85 (84)	4.29 (6)	2.07	8,629	0.04*
Supervisor	3.45 (7)	3.87 (11)	---- (0)	3.81 (8)	4.07 (7)	3.76 (7)	4.10 (9)	3.71 (4)	---- (0)	2.65	6,46	0.03*
Administrator	3.76 (22)	3.75 (9)	3.77 (1)	3.71 (7)	3.44 (5)	3.61 (8)	4.07 (10)	3.55 (4)	4.23 (1)	1.41	8,58	0.21

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [$p < 0.05$].

** A Scheffe pairwise comparison of the group means found Dhah to differ significantly from Rous [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 25: The effect of sex on classroom instruction and assessment: Teachers, Supervisors, Administrators

Sex:	Male	Female			
Dependent Measure	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)					
Teacher	3.35 (777)	3.27 (496)	4.56	1,1271	0.03[t]
Supervisor	3.23 (83)	3.19 (30)	< 1	1,111	
Administrator	3.38 (76)	3.43 (22)	< 1	1,96	
Assessment (Part II Section G)					
Teacher	3.82 (391)	3.86 (229)	1.06	1,618	0.30
Supervisor	3.77 (46)	3.73 (9)	< 1	1,53	
Administrator	3.72 (55)	3.80 (17)	< 1	1,70	

[t] Significant at $p < 0.05$.

Table 26: The effect of academic preparation on classroom instruction and assessment: Teachers, Supervisors, Administrators

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E			
Curriulum content of the dependent measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)												
Teacher	3.25 (181)	3.25 (94)	3.37 (444)	3.27 (82)	3.34 (202)	3.24 (202)	3.35 (35)	3.75 (15)	4.36 (6)	3.21	8,1251	0.001*
Supervisor	3.15 (36)	2.58 (5)	3.52 (34)	3.24 (5)	3.21 (12)	3.12 (3)	3.27 (5)	2.64 (1)	---- (0)	2.24	7,93	0.04*
Administrator	3.35 (22)	3.50 (11)	3.11 (14)	3.46 (5)	3.71 (6)	3.39 (8)	3.56 (18)	3.44 (5)	---- (0)	< 1	7,81	
Assessment (Part II Section G)												
Teacher	3.80 (95)	3.86 (43)	3.89 (201)	3.79 (40)	3.88 (119)	3.68 (73)	3.89 (17)	3.91 (13)	4.28 (6)	1.97	8,598	0.05*
Supervisor	3.69 (15)	3.13 (2)	4.00 (19)	3.68 (4)	3.98 (4)	3.94 (1)	3.90 (2)	4.00 (2)	---- (0)	1.74	7,41	0.13
Administrator	3.73 (18)	3.67 (8)	3.35 (9)	4.00 (4)	3.54 (4)	3.69 (4)	3.96 (12)	3.73 (4)	---- (0)	2.24	7,55	0.04*

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [$p < 0.05$].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

greater agreement to, or compliance with, classroom activities than teachers who had no in-service training (mean = 3.24), as indicated in Table 27.

e. Teachers who received their in-service training in Oman (mean = 3.50) reported significantly greater agreement, or compliance, with classroom activity items than teachers who received their in-service training outside of Oman (mean = 3.33), as indicated in Table 28.

f. Teachers who attended four or more workshops (mean = 3.55) on the implementation of the Omani curriculum reported greater agreement, or compliance, with classroom activities than teachers who attended one or no workshops (means = 3.20 and 3.26, respectively), as indicated in Table 29.

g. The Scheffe probe found teachers with more than 10 years (mean = 3.66) of teaching experience in Oman to differ significantly from teachers with 1 to 3 years (mean = 3.28) or 4 to 6 years (mean = 3.34) of teaching experience in Oman. Teachers with more experience reported greater agreement, or

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Table 27: The effect of in-service training on classroom instruction and assessment: Teachers, Supervisors, Administrators

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)								
Teacher	3.24 (383)	3.36 (301)	3.29 (77)	3.16 (38)	3.45 (178)	3.34	4,972	0.01**
Supervisor	3.22 (8)	3.36 (40)	3.11 (22)	3.53 (16)	3.19 (12)	1.34	4,93	0.26
Administrator	3.39 (17)	3.42 (15)	3.26 (10)	3.39 (21)	3.49 (23)	< 1	4,81	
Assessment (Part II Section G)								
Teacher	3.77 (188)	3.86 (149)	3.88 (32)	3.73 (20)	3.98 (68)	2.73	4,452	0.03*
Supervisor	3.63 (3)	3.99 (21)	3.89 (11)	3.55 (5)	3.81 (6)	1.68	4,41	0.17
Administrator	3.62 (10)	3.73 (13)	3.54 (7)	3.77 (15)	3.83 (19)	< 1	4,59	

* A Scheffe pairwise comparison of the group means found no two means to differ significantly [$p < 0.05$]

** A Scheffe pairwise comparison of the group means found educators with 1-2 years of In-Service training to differ significantly from educators with no In-Service training [$p < 0.05$].

Table 28: The effect of location of in-service training on classroom instruction and assessment: Teachers, Supervisors, Administrators

Location:	Inside Oman	Outside Oman			
Dependent Measure	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)					
Teacher	3.50 (138)	3.33 (464)	5.82	1,600	0.02†
Supervisor	3.29 (20)	3.32 (66)	< 1	1,84	
Administrator	3.41 (34)	3.44 (37)	< 1	1,69	
Assessment (Part II Section G)					
Teacher	3.82 (72)	3.91 (218)	1.63	1,288	0.20
Supervisor	3.76 (11)	3.93 (29)	1.44	1,38	0.24
Administrator	3.79 (27)	3.69 (29)	< 1	1,54	

† Significant at $p < 0.05$.

Table 29: The effect of workshop attendance on classroom instruction and assessment: Teachers, Supervisors, Administrators

Number:	None	1	2	3	4+			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)								
Teacher	3.26 (390)	3.20 (311)	3.34 (185)	3.44 (98)	3.55 (136)	7.27	4,1115	0.0001**
Supervisor	3.27 (20)	3.27 (12)	3.11 (14)	3.34 (29)	3.36 (20)	< 1	4,90	
Administrator	3.29 (43)	3.63 (17)	3.57 (7)	3.05 (2)	3.61 (9)	1.77	4,73	0.14
Assessment (Part II Secion G)								
Teacher	3.76 (191)	3.81 (166)	3.91 (98)	3.93 (46)	3.96 (55)	3.00	4,551	0.02*
Supervisor	4.08 (11)	3.95 (8)	3.84 (9)	3.77 (9)	3.65 (6)	1.35	4,38	0.27
Administrator	3.62 (33)	3.84 (12)	3.82 (4)	3.61 (1)	3.67 (6)	< 1	4,51	

* A Scheffe pairwise comparison of the group means found no two groups to be significantly different at $p < 0.05$.

compliance, with classroom activity items as indicated in Table 30.

h. Teachers of English (mean = 3.73) reported greater agreement, or compliance, with classroom activity items than teachers of all other subject matters (range of means = 3.15 to 3.41), as indicated in Table 31.

Teacher response to assessment items was influenced by the teacher's nationality [F(1,612) = 5.51, $p < 0.02$]; district of employment [F(8,629) = 2.07, $p < 0.04$]; educational preparation [F(8,598) = 1.97, $p = 0.05$]; length of in-service training on the practice of education [F(4,452) = 2.73, $p < 0.03$]; and workshop attendance [F(4,551) = 3.00, $p < 0.02$]. Teachers of non-Omani nationality (mean = 3.86) reported greater agreement with assessment items than teachers of Omani nationality (mean = 3.75) [Table 32]. A Scheffe pairwise comparison test of all other significant ANOVA's yields no significant differences between two or more groups (see Tables 24, 27, 28, and 30).

Supervisor response to classroom activity items was influenced by the supervisor's district of employment [F(8,98) = 2.42, $p < 0.03$] and educational preparation [F(7,93) = 2.24, $p < 0.04$]. In each case, the Scheffe pairwise comparison tests of the group means found no significant differences between two or more groups (see Tables 24 and 25). When supervisors were divided into

Table 30: The effect of number of years at present position in Oman on classroom instruction and assessment: Teacher, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section 8)							
Teacher	3.28 (818)	3.34 (292)	3.36 (98)	3.66 (60)	5.43	3,1264	0.001*
Supervisor	3.25 (53)	3.43 (25)	3.20 (14)	3.73 (4)	1.35	3,92	0.26
Administrator	3.29 (27)	3.52 (21)	3.27 (25)	3.57 (27)	1.80	3,96	0.15
Assessment (Part II Section 6)							
Teacher	3.83 (412)	3.80 (126)	3.82 (49)	3.98 (29)	1.03	3,612	0.38
Supervisor	3.91 (22)	3.86 (15)	3.82 (8)	---- (0)	< 1	2,42	
Administrator	3.67 (20)	3.90 (12)	3.67 (22)	3.79 (18)	< 1	3,68	

* A Scheffe pairwise comparison of the group means found the response given by educator's with 10+ years of experience in Oman to differ significantly from the response given by educator's with 1 to 6 years of experience [$p < 0.05$].

groups based on their educational preparation, the number of subjects in each group was very low; and this probably contributed to the lack of significance in the Scheffe probe.

Supervisor response to assessment items was also influenced by the supervisor's district of employment [F(6,46) = 2.65, $p < 0.03$]. Again, no significant differences between the group means of the different districts were isolated as shown in Table 24.

Administrator response to classroom activity items was not influenced by any demographic variable. However, administrator response to assessment items was influenced by only one variable, administrator nationality [F(1,69) = 6.30, $p < 0.01$]. In the latter case, Omani nationals (mean = 3.88) agreed more often or more strongly with assessment items, than non-Omani nationals (mean = 3.62), as shown in Table 32.

In general, supervisors' and administrators' responses to questionnaire items on the process and practice of education were not influenced by any of the demographic variables. Exceptions include the significant influence of nationality on administrator response to assessment items, as indicated in Table 33, and the significant ANOVA's yielded by district and academic preparation variables on supervisor response to either, or both, classroom activity and assessment items, as presented in Tables 24 and 26.

Table 31: The effect of subject matter taught on classroom instruction and assessment: Teachers, Supervisors, Administrators

Subject Matter:	All Subjects	Islamic Ed.	Arabic Lang.	Math	Science	Social Studies	English Lang.			
Grades:	1-3	1-6	4-6	4-6	4-6	4-6	4-6			
Dependent Measure:	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)										
Teacher	3.26 (499)	3.41 (167)	3.28 (133)	3.15 (112)	3.20 (167)	3.20 (82)	3.73 (164)	12.69	6,1317	0.0001**
Supervisor	3.39 (32)	3.12 (17)	3.05 (10)	3.25 (13)	3.23 (23)	3.06 (16)	3.18 (8)	< 1	6,112	
Assessment										
Teacher	3.85 (231)	3.82 (110)	3.86 (85)	3.67 (11)	3.83 (71)	3.82 (75)	3.87 (58)	< 1	6,634	
Supervisor	3.92 (20)	3.56 (10)	3.60 (7)	4.00 (9)	3.71 (10)	3.49 (6)	---- (0)	1.93	5,56	0.10

** A Scheffe pairwise comparison of the group means found English Teachers to differ significantly from all other groups [p < 0.05].

Table 32: The effect of nationality on classroom instruction and assessment: Teachers, Supervisors, Administrators

Nationality:	Omani	non-Omani			
Dependent Measure	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)					
Teacher	3.31 (313)	3.33 (930)	< 1	1,1241	
Supervisor	3.31 (28)	3.22 (86)	< 1	1,112	
Administrator	3.46 (48)	3.33 (49)	1.05	1,95	0.31
Assessment (Part II Section G)					
Teacher	3.75 (161)	3.86 (453)	5.51	1,612	0.02t
Supervisor	3.65 (14)	3.83 (42)	1.61	1,54	0.21
Administrator	3.88 (32)	3.62 (39)	6.30	1,69	0.01t

t Significant at $p < 0.05$.

On the other hand, teachers' responses to classroom activity and assessment items were highly influenced by academic preparation variables (significant analyses were found for educational preparation, in-service training, and workshop attendance), as presented in Tables 26 - 29; variables distinguishing teachers by occupational-status differences (significant analyses were found for subject matter taught and teaching experience in Oman), as presented in Tables 30 and 31; and general demographic variables (significant analyses were found for sex and district of employment), as presented in Tables 24 and 25.

Two independent variables, teaching experience (total) and the number of years as an administrator or supervisor, did not influence any educator groups' response to classroom activity or assessment items [Tables 33 and 34, respectively].

C. RESOURCES

Part II Section C, D, E, and F presented educators with questionnaire items about the availability of and satisfaction with educational resources. More specifically, Sections C and D assessed the availability of and satisfaction with staff (C), and facilities and equipment (D); Sections E and F assessed the textbooks and teacher's manuals.

Teacher response to the staff items was influenced by the teacher's district of employment [$F(8,1421) = 10.48$, $p <$

Table 33: The effect of number of years of teaching experience on classroom instruction and assessment: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)							
Teacher	3.30 (237)	3.22 (123)	3.30 (165)	3.24 (761)	1.18	3,1282	0.32
Supervisor	3.47 (9)	3.34 (15)	3.17 (11)	3.32 (53)	< 1	3,84	
Administrator	3.32 (21)	3.42 (27)	3.58 (23)	3.28 (28)	1.21	3,95	0.31
Assessment (Part II Section G)							
Teacher	3.76 (94)	3.79 (55)	3.85 (81)	3.86 (390)	1.41	3,621	0.24
Supervisor	3.89 (3)	3.91 (9)	4.14 (4)	3.85 (28)	< 1	3,40	
Administrator	3.75 (18)	3.74 (23)	3.76 (12)	3.67 (18)	< 1	3,67	

Table 34: The effect of number of years at present position on classroom instruction and assessment: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)							
Supervisor	3.31 (19)	3.39 (29)	3.31 (31)	3.11 (14)	< 1	3,89	
Administrator	3.29 (27)	3.52 (21)	3.27 (25)	3.57 (27)	1.80	3,96	0.15
Assessment (Part II Section G)							
Supervisor	3.79 (10)	4.07 (10)	3.88 (18)	3.78 (8)	1.07	3,42	0.37
Administrator	3.67 (20)	3.90 (12)	3.67 (22)	3.79 (18)	< 1	3,68	

0.0001]; educational preparation [F(8,1338) = 4.08, $p < 0.0001$]; length of in-service training on the practice of education [F(4,1032) = 6.43]; workshop attendance [F(4,1193) = 11.19, $p < 0.0001$]; teaching experience [F(3,1392) = 4.78,$p < 0.003$]; and teaching experience in a specific subject matter [F(6,1430) = 4.46, $p < 0.002$]. Post hoc probing of each significant analysis with a Scheffe pairwise comparison test of the group means yielded the following results:

a. Teachers from Musandam (mean = 3.89) reported significantly greater satisfaction with, or availability of, staff than teachers from Capital (mean = 3.14), Sharqiyah (3.23), Roustaq (mean = 3.27), Dakhilyah (mean = 3.39), Batinah (mean = 3.40), and Janoubiyah (mean = 3.43). Teachers from Dhahirah (mean = 3.51), Wousta (mean = 3.49), Janoubiyah, and Batinah had significantly greater response scores (meaning greater satisfaction with, or availability of staff) than teachers from Capital, as presented in Table 35.

b. The Scheffe pairwise comparison test of the mean responses given by teachers who had different levels of education did not identify two or more groups as differing significantly at $p < 0.05$, as presented in Table 36.

Table 35: The effect of school district on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus			
Dependent Measure:	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)												
Teacher	3.14 (345)	3.40 (222)	3.27 (118)	3.39 (120)	3.23 (104)	3.49 (121)	3.51 (171)	3.43 (179)	3.89 (50)	10.48	8,1421	0.0001**
Supervisor	3.38 (20)	3.35 (14)	3.61 (9)	3.48 (17)	3.90 (11)	3.55 (11)	3.63 (10)	3.78 (27)	3.90 (2)	2.16	8,112	0.04*
Administrator	3.43 (36)	3.45 (14)	3.38 (16)	3.43 (12)	3.68 (9)	3.45 (11)	3.59 (13)	3.63 (17)	4.02 (5)	< 1	8,124	
Facilities and Equipment (Part II Section D)												
Teacher	2.44 (313)	2.28 (201)	2.36 (116)	2.87 (105)	2.68 (101)	2.61 (107)	2.87 (158)	3.07 (158)	3.37 (47)	17.88	8,1305	0.0001***
Supervisor	2.54 (18)	2.29 (13)	2.52 (8)	3.05 (16)	3.19 (8)	2.66 (10)	2.56 (9)	3.28 (22)	3.57 (3)	3.81	8,98	0.0006*
Administrator	2.67 (32)	2.45 (12)	2.46 (12)	2.96 (10)	2.95 (6)	2.66 (8)	2.58 (11)	3.17 (13)	3.25 (6)	1.45	8,101	0.19
Textbook (Part II Section E)												
Teacher	3.68 (350)	3.87 (261)	3.75 (147)	3.84 (146)	3.49 (112)	3.83 (139)	3.97 (179)	3.82 (199)	4.11 (68)	8.04	8,1592	0.0001****
Supervisor	3.80 (18)	3.78 (15)	3.62 (9)	3.75 (17)	4.28 (9)	3.97 (11)	3.92 (11)	4.05 (24)	4.39 (3)	2.34	8,108	0.02*
Administrator	3.70 (32)	4.12 (12)	3.58 (12)	3.91 (10)	4.02 (5)	3.75 (7)	4.09 (9)	4.06 (14)	4.25 (6)	2.12	8,98	0.04*
Teacher's Manual (Part II Section F)												
Teacher	3.52 (132)	3.60 (141)	3.56 (68)	3.87 (64)	3.43 (50)	3.77 (71)	3.73 (107)	3.78 (92)	3.94 (32)	4.72	8,748	0.0001*
Supervisor	3.52 (6)	3.61 (9)	3.45 (4)	3.65 (7)	3.76 (3)	3.57 (2)	3.72 (7)	3.57 (12)	4.50 (1)	1.03	8,42	0.43
Administrator	3.59 (15)	3.86 (5)	3.49 (5)	3.50 (1)	3.95 (4)	3.81 (4)	4.34 (3)	3.70 (7)	3.94 (3)	1.10	8,38	0.38

* A Scheffe paiirwise comparison of the grop means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found Mus, Wous, Jan, Bat, and Dhah to differ significantly from Cap [$p < 0.05$]. Mus also differed significantly from Shar, Rous, Dak, Bat, and Jan [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found Mus, Dhah, Dak, and Jan to differ significantly from Bat, Cap, and Rous [$p < 0.05$]. Mus and Jan differed from Wous [$p < 0.05$]. And, Mus differed from Shar [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found Mus and Dhah to differ significantly from Shar and Cap [$p < 0.05$]. Bat, Wous, Jan, and Dak differed significantly from Shar [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 36: The effect of academic preparation on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E			
Curriulum content of the dependent measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)												
Teacher	3.36 (195)	3.26 (90)	3.42 (452)	3.19 (96)	3.45 (215)	3.24 (243)	3.52 (37)	3.58 (24)	4.16 (5)	4.08	8,1338	0.0001*
Supervisor	3.37 (37)	3.46 (7)	3.67 (40)	3.76 (11)	3.79 (14)	3.30 (4)	3.70 (4)	3.55 (2)	3.10 (1)	1.96	8,111	0.06
Administrator	3.54 (33)	3.61 (19)	3.33 (19)	3.72 (6)	3.38 (9)	3.19 (13)	3.50 (24)	3.68 (8)	---- (0)	1.04	7,123	0.40
Facilities and Equipment (Part II Section D)												
Teacher	2.67 (165)	2.60 (78)	2.77 (431)	2.40 (87)	2.64 (212)	2.45 (206)	2.50 (35)	3.08 (14)	3.70 (6)	4.20	8,1225	0.0001**
Supervisor	2.94 (31)	2.59 (5)	2.99 (40)	2.51 (6)	2.74 (13)	2.62 (5)	2.87 (4)	1.86 (3)	2.47 (1)	1.18	8,99	0.32
Administrator	2.73 (28)	3.02 (17)	2.61 (16)	2.54 (6)	2.39 (7)	2.41 (11)	2.92 (21)	2.75 (3)	---- (0)	1.12	7,101	0.36
Textbook (Part II Section E)												
Teacher	3.67 (196)	3.65 (95)	3.92 (508)	3.63 (103)	3.88 (280)	3.65 (250)	4.02 (42)	3.72 (18)	4.42 (8)	7.97	8,1491	0.0001***
Supervisor	3.87 (37)	3.77 (8)	3.97 (41)	3.87 (8)	3.87 (9)	4.15 (5)	3.79 (5)	3.76 (2)	4.00 (1)	< 1	8,107	
Administrator	4.00 (30)	3.86 (16)	3.73 (12)	3.90 (7)	3.78 (8)	3.50 (7)	3.94 (21)	3.59 (3)	---- (0)	1.15	7,99	0.34
Teacher's Manual (Part II Section F)												
Teacher	3.62 (104)	3.49 (48)	3.78 (262)	3.50 (49)	3.75 (117)	3.44 (111)	3.83 (18)	3.64 (8)	4.19 (4)	4.63	8,712	0.0000****
Supervisor	3.64 (19)	---- (0)	3.67 (21)	3.48 (2)	3.69 (8)	---- (0)	---- (0)	3.52 (1)	---- (0)	< 1	4,46	
Administrator	3.81 (14)	3.90 (7)	3.56 (6)	3.10 (2)	3.83 (3)	3.38 (4)	3.87 (8)	4.00 (2)	---- (0)	1.26	7,38	0.30

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* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found educators with a TTIS2 education to differ significantly from educators with TTIP3 education [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found educatiors with a TTIS2 education to differ significantly from educators with either a TTIS1, TTIP3, or CU-E education [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found educatiors with a TTIS2 education to differ significantly from educatiors with a TTIP3 education [$p < 0.05$].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

c. Teachers who had less than one month of in-service training (mean = 3.49) reported greater satisfaction with, or availability of, staff than teachers who had no in-service training (mean = 3.25) as presented in Table 37. Note that location of the in-service training made no difference [F(1,618), p < 1], as presented in Table 38.

d. Teachers who attended one or more workshops (range of means: 3.38 for one to 3.56 for three) had significantly greater satisfaction with, or found greater availability of, staff than teachers who attended no workshops (mean = 3.19), as presented in Table 39.

e. Teachers who had ten or more years of teaching experience (mean = 3.40) reported greater availability of and/or satisfaction with the staff than teachers who had four to six years of teaching experience (mean = 3.18), as presented in Table 40. Note that teaching experience in Oman did not influence teacher response to this section [F(3,1364) = 1.64, p < 0.18], as presented in Table 41.

f. English teachers (mean = 3.60) reported greater satisfaction with, and/or availability of staff than classroom teachers (mean = 3.29)

Table 37: The effect of in-service training on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)								
Teacher	3.25 (445)	3.49 (303)	3.43 (75)	3.16 (43)	3.40 (171)	6.43	4,1032	0.0001**
Supervisor	3.66 (9)	3.67 (49)	3.44 (28)	3.57 (15)	3.74 (13)	1.13	4,109	0.35
Administrator	3.54 (24)	3.47 (27)	3.42 (15)	3.26 (23)	3.58 (34)	1.06	4,118	0.38
Facilities and Equipment (Part II Section D)								
Teacher	2.48 (414)	2.68 (271)	2.74 (64)	2.61 (39)	2.89 (164)	6.15	4,947	0.0001**
Supervisor	2.68 (9)	2.98 (46)	2.69 (23)	2.95 (15)	2.76 (10)	< 1	4,98	
Administrator	3.05 (19)	2.54 (22)	2.89 (13)	2.65 (19)	2.82 (29)	1.21	4,97	0.31
Textbooks (Part II Section E)								
Teacher	3.69 (481)	3.85 (349)	3.81 (82)	3.78 (49)	3.89 (189)	4.19	4,1145	0.0023***
Supervisor	3.78 (8)	3.98 (46)	3.72 (22)	3.92 (16)	4.06 (15)	1.41	4,102	0.24
Administrator	4.05 (18)	3.97 (25)	3.79 (13)	3.65 (19)	3.75 (26)	1.90	4,96	0.12
Teacher's manual (Part II Section F)								
Teacher	3.51 (225)	3.70 (176)	3.46 (41)	3.62 (32)	3.90 (98)	8.07	4,567	0.0001***
Supervisor	3.31 (1)	3.71 (22)	3.59 (17)	3.51 (7)	3.69 (3)	< 1	4,45	
Administrator	3.98 (9)	3.88 (7)	3.55 (6)	3.63 (8)	3.80 (15)	1.11	4,40	0.36

** A Scheffe pairwise comparison of the group means found educators with less than 1 month In-Service training to respond significantly different from educators with no In-Service training [p < 0.05].

*** A Scheffe pairwise comparison of the group means found educators with 1-2 years or less than one-month of In-Service training to differ significantly from educators with no In-Service training [p < 0.05].

Table 38: The effect of location of in-service training on staff, facilities, equipment, textbook, and teachers' manual: Teachers, Supervisors, Administrators

Location:	Inside Oman	Outside Oman			
Dependent Variable	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)					
Teacher	3.48 (151)	3.44 (469)	< 1	1,618	
Supervisor	3.62 (21)	3.58 (76)	< 1	1,95	
Administrator	3.48 (51)	3.47 (55)	< 1	1,104	
Facilities and Equipment (Part II Section D)					
Teacher	2.74 (123)	2.75 (438)	< 1	1,559	
Supervisor	2.84 (18)	2.89 (71)	< 1	1,87	
Administrator	2.72 (42)	2.69 (49)	< 1	1,89	
Textbooks (Part II Section E)					
Teacher	3.80 (154)	3.83 (553)	< 1	1,705	
Supervisor	3.81 (22)	3.97 (71)	1.52	1,91	0.22
Administrator	3.74 (41)	3.91 (49)	1.91	1,88	0.17
Teacher's Manual (Part II Section F)					
Teacher	3.65 (68)	3.72 (294)	< 1	1,360	
Supervisor	3.51 (7)	3.66 (39)	< 1	1,44	
Administrator	3.67 (17)	3.78 (22)	< 1	1,37	

Table 39: The effect of workshop attendance on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Number:	None	1	2	3	4+			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)								
Teacher	3.19 (457)	3.38 (324)	3.48 (186)	3.56 (97)	3.51 (134)	11.19	4,1193	0.0001**
Supervisor	3.39 (26)	3.47 (15)	3.64 (19)	3.63 (28)	3.73 (22)	1.73	4,105	0.15
Administrator	3.39 (67)	3.69 (22)	3.32 (10)	4.00 (5)	3.78 (12)	3.21	4,11	0.02*
Facilities and Equipment (Part II Secion D)								
Teacher	2.53 (410)	2.47 (299)	2.68 (166)	2.72 (96)	3.11 (116)	11.65	4,1082	0.0001***
Supervisor	2.63 (23)	2.93 (12)	2.84 (20)	2.93 (29)	3.05 (17)	< 1	4,96	
Administrator	2.68 (56)	2.86 (18)	2.79 (9)	3.62 (4)	3.05 (10)	1.76	4,92	0.14
Textbook (Part II Section E)								
Teacher	3.67 (503)	3.75 (361)	3.89 (203)	3.88 (112)	4.00 (146)	9.14	4,1320	0.0001****
Supervisor	3.90 (27)	3.91 (16)	3.93 (19)	3.97 (27)	3.82 (17)	< 1	4,101	
Administrator	3.76 (57)	3.77 (16)	3.85 (8)	4.05 (4)	4.15 (10)	1.38	4,90	0.25
Teacher's Manual (Part II Section F)								
Teacher	3.57 (240)	3.64 (184)	3.71 (100)	3.61 (67)	3.94 (78)	5.59	4,664	0.0002*****
Supervisor	3.62 (10)	3.63 (7)	3.82 (10)	3.52 (10)	3.53 (12)	1.08	4,44	0.38
Administrator	3.74 (27)	3.89 (9)	3.74 (4)	3.71 (1)	3.77 (5)	< 1	4,41	

* A Scheffe pairwise comparison of the group means found no two groups to be significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found educators attending one or more workshops to respond significantly differently from educators attending no workshops [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found educators attending four or more workshops to respond significantly differently from educators attending two or less workshops [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found educators attending four or more workshops to respond significantly differently from educators attending one or less workshops [$p < 0.05$]. Educators attending 2 workshops responded significantly differently that educators attending no workshop [$p < 0.05$].

***** A Scheffe pairwise comparison of the group means found educators attending Four or more workshops to differ significantly from educators attending 3,1, or no workshops [$p < 0.05$].

Table 4[illegible]: The effect of number of years of teaching experience on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)							
Teacher	3.31 (268)	3.18 (131)	3.29 (180)	3.40 (817)	4.78	3,1392	0.003**
Supervisor	3.74 (10)	3.58 (18)	3.41 (13)	3.63 (63)	< 1	3,100	
Administrator	3.33 (29)	3.50 (33)	3.63 (34)	3.48 (44)	1.34	3,136	0.26
Facilities and Equipment (Part II Section D)							
Teacher	2.47 (245)	2.58 (115)	2.63 (165)	2.68 (762)	3.12	3,1283	0.03***
Supervisor	2.55 (9)	2.83 (14)	2.79 (10)	2.89 (61)	< 1	3,90	
Administrator	2.53 (26)	2.83 (28)	2.84 (27)	2.71 (37)	< 1	3,114	
Textbook (Part II Section E)							
Teacher	3.70 (276)	3.68 (130)	3.76 (199)	3.85 (960)	4.02	3,1561	0.002***
Supervisor	4.04 (10)	3.97 (20)	3.69 (12)	3.91 (57)	< 1	3,95	
Administrator	3.86 (22)	3.89 (28)	3.84 (29)	3.87 (36)	< 1	3,111	
Teacher's Manual (Part II Section F)							
Teacher	3.53 (121)	3.59 (64)	3.62 (100)	3.72 (461)	3.48	3,742	0.02***
Supervisor	3.52 (4)	3.45 (4)	3.85 (4)	3.62 (31)	< 1	3,39	
Administrator	3.67 (12)	3.79 (9)	3.67 (13)	3.81 (15)	< 1	3,45	

** A Scheffe pairwise comparison of the group means found educators with 10 or more years of teaching experience to differ significantly from educators with 4 to 6 years of teaching experience [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found educators with 10 or more years of teaching experience to differ significantly from educators with 1 to 3 years of teaching experience [$p < 0.05$].

Table 41: The effect of number of years at present position in Oman on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)							
Teacher	3.35 (887)	3.30 (315)	3.40 (108)	3.51 (58)	1.64	3,1364	0.18
Supervisor	3.56 (60)	3.64 (34)	3.34 (16)	3.80 (3)	1.42	3,109	0.24
Administrator	3.37 (38)	3.73 (32)	3.30 (38)	3.64 (35)	4.32	3,139	0.006**
Facilities and Equipment (Part II Section D)							
Teacher	2.58 (831)	2.68 (287)	2.78 (96)	2.84 (51)	2.75	3,1261	0.04*
Supervisor	2.85 (55)	2.76 (27)	2.59 (14)	3.27 (4)	< 1	3,96	
Administrator	2.70 (33)	2.86 (24)	2.64 (33)	2.92 (30)	< 1	3,116	
Textbook (Part II Section E)							
Teacher	3.75 (1012)	3.89 (352)	3.83 (115)	3.99 (62)	5.64	3,1537	0.0008***
Supervisor	3.91 (54)	3.95 (30)	3.73 (14)	4.05 (5)	< 1	3,99	
Administrator	3.76 (26)	3.84 (28)	3.84 (32)	4.04 (31)	1.47	3,113	0.23
Teacher's Manual (Part II Section F)							
Teacher	3.62 (492)	3.71 (160)	3.68 (48)	3.88 (30)	2.05	3,726	0.11
Supervisor	3.70 (29)	3.52 (13)	3.39 (4)	3.55 (2)	1.40	3,44	0.26
Administrator	3.63 (17)	4.00 (6)	3.69 (16)	4.00 (11)	2.22	3,46	0.10

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found Administrators with 4 to 6 years at their post in Oman to respond significantly different than Administrators with 7 to 10 years at their post in Oman [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found Teachers with 4 to 6 years experience teaching in Oman to respond significantly different than teachers with 1 -3 years experience [$p < 0.05$].

and science teachers (mean = 3.27), as presented in Table 42.

Teacher response to the availability of, and/or satisfaction with the facilities and equipment was influenced by the teacher's nationality [$F(1,1255) = 4.49$, $p < 0.03$]; district of employment [$F(8,1305) = 17.88$, $p < 0.0001$]; educational preparation [$F(8,1225) = 4.20$, $p < 0.0001$]; length of in-service training in the practice of education [$F(4,947) = 6.15$, $p < 0.0001$]; workshops attended [$F(4,1082) = 11.65$, $p < 0.0001$]; teaching experience [$F(3,1283) = 3.12$, $p < 0.03$]; teaching experience in Oman [$F(3,1261) = 2.75$, $p < 0.04$]; and teaching experience in a specific subject matter [$F(6,1313) = 37.25$, $p < 0.0001$]. Teacher nationality influenced their response to items on the facilities and equipment such that non-Omani teachers (mean =2.68) found the facilities and equipment more satisfactory and/ or available than Omani teachers (mean = 2.55), as indicated in Table 43. All significant ANOVA's were probed using a post hoc Scheffe pairwise comparison test of the group means to probe the significant group differences and are reported below.

a. Teachers from Janoubiyah (mean = 3.07), Musandam (mean = 3.37), Dhahirah (mean = 2.87), and Dakhilyah (mean = 2.87) reported that the facilities and equipment were significantly more available, and/or

Table 42: The effect of subject matter taught on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Subject Matter:	All Subjects	Islamic Ed.	Arabic Lang.	Math	Science	Social Studies	English Lang.			
Grades:	1-3	1-6	4-6	4-6	4-6	4-6	4-6			
Dependent Measure:	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)										
Teacher	3.29 (614)	3.42 (190)	3.35 (121)	3.33 (105)	3.27 (148)	3.42 (111)	3.60 (148)	4.46	6,1430	0.0002**
Supervisor	3.59 (39)	3.64 (19)	3.66 (15)	3.49 (20)	3.44 (21)	3.32 (17)	3.78 (9)	1.24	6,133	0.29
Facilities and Equipment (Part II Section D)										
Teacher	2.44 (563)	2.70 (146)	2.56 (118)	2.51 (101)	2.53 (141)	2.58 (104)	3.63 (147)	37.25	6,1313	0.0001***
Supervisor	2.51 (38)	3.05 (15)	2.91 (10)	2.86 (20)	2.73 (19)	2.99 (19)	3.97 (4)	3.53	6,118	0.003****
Textbook (Part II Section E)										
Teacher	3.81 (728)	3.85 (194)	3.72 (142)	3.67 (93)	3.62 (194)	3.77 (105)	4.10 (151)	8.52	6,1600	0.0001*****
Supervisor	3.94 (37)	4.04 (19)	3.87 (19)	3.89 (18)	3.87 (18)	3.78 (16)	3.53 (6)	< 1	6,126	
Teacher's Manual (Part II Section F)										
Teacher	3.71 (299)	3.63 (81)	3.42 (86)	3.63 (73)	3.65 (57)	3.56 (98)	3.99 (67)	6.61	6,754	0.0001******
Supervisor	3.72 (13)	3.39 (6)	3.67 (14)	3.92 (7)	3.47 (4)	3.45 (4)	3.66 (6)	1.53	6,47	0.19

** A Scheffe pairwise comparison of the group means found English teachers responded significantly different than Science teachers and Classroom teachers (all subject) [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found English teachers responded significantly different than all other groups [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found English teahers to differ significantly from Classroom teachers (all Subjects) [$p < 0.05$].

***** A Scheffe pairwise comparison of the group means found English teachers responded significantly different than classroom (all subject), Arabic, Math, Science, and Social Studies teachers [$p < 0.05$]. Classroom teachers responded significantly different from Science teachers [$p < 0.05$].

****** A Scheffe pairwise comparison of the group means found English teachers responded significantly different than Arabic, Science, and Islamic Studies teachers. Classroom teachers (all subject) were significantly different from Arabic Teachers [$p < 0.05$].

Table 43: The effect of nationality on staff, facilities, equipment, textbook, and teachers' manual: Teachers, Supervisors, Administrators

Nationality:	Omani	non-Omani			
Dependent Variable	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)					
Teacher	3.31 (387)	3.37 (969)	2.03	1,1354	0.15
Supervisor	3.55 (29)	3.55 (101)	< 1	1,128	
Administrator	3.57 (65)	3.43 (75)	2.03	1,138	0.16
Facilities and Equipment (Part II Section D)					
Teacher	2.55 (351)	2.68 (906)	4.49	1,1255	0.03t
Supervisor	2.83 (26)	2.83 (92)	< 1	1,116	
Administrator	2.84 (54)	2.69 (66)	1.08	1,118	0.30
Textbooks (Part II Section E)					
Teacher	3.68 (386)	3.83 (1138)	14.84	1,1522	0.0001t
Supervisor	3.84 (33)	3.92 (92)	< 1	1,123	
Administrator	3.89 (51)	3.86 (66)	< 1	1,115	
Teachers Manual (Part II Section F)					
Teacher	3.56 (175)	3.69 (555)	6.18	1,728	0.01t
Supervisor	3.59 (10)	3.66 (43)	< 1	1,51	
Administrator	3.74 (25)	3.75 (27)	< 1	1,50	

t Significant at $p < 0.05$.

satisfactory than teachers from Batinah (mean = 2.28), Roustaq (mean = 2.36), and Capital (mean = 2.44). Teachers from Musandam also reported greater satisfaction with, and/or availability of, the facilities and equipment than teachers from Wousta (mean = 2.61) and Sharqiyah (mean = 2.68). Teachers from Janoubiyah reported significantly greater satisfaction with, and/or availability of, the facilities and equipment than teachers from Wousta, as indicated in Table 35.

b. Teachers who attended two years of training at the Teacher Training Institute after secondary school (mean 2.77) reported significantly greater satisfaction with, and/or availability of, the facilities and equipment than teachers who attended three years of training at the Teacher Training Institute after preparatory school (mean = 2.45) as indicated in Table 36.

c. Teachers who had one to two years of in-service training (mean = 2.89) reported significantly greater satisfaction with, and/or availability of, the facilities and equipment than teachers who had no in-service training (mean = 2.48), as indicated in Table 37. Teacher response to the facility and equipment section was uninfluenced by the location of in-service training [$F(1,559) < 1$], as indicated in Table 38.

d. Teachers who attended four or more (mean = 3.11) workshops found the facilities and equipment more acceptable than teachers who attended two (mean = 2.68), 1 (mean = 2.47), or none (mean = 2.53), as indicated in Table 39.

e. Teachers who had ten or more years of teaching experience (mean = 2.68) found the facilities and equipment more acceptable than teachers who had only one to three years of teaching experience (mean = 2.47), as indicated in Table 40.

f. The number of years teaching in Oman significantly affected teacher response to the facility and equipment item; however, the Scheffe test did not find two or more groups to differ significantly at $p < 0.05$, as indicated in Table 41.

g. English teachers (mean = 3.63) found the facilities and equipment significantly more acceptable than all other teachers (range of means: 2.44 for the classroom teacher to 2.70

for the Islamic studies teacher), as indicated in Table 42.

Teachers' responses to questionnaire items on the quality and availability of the textbook were influenced by the teacher's nationality [F(1,1522) = 14.84, p < 0.0001]; district of employment [F(8,1592) = 8.04, p < 0.0001]; educational preparation [F(8,1491) = 7.97, p < 0.0001]; length of in-service training [F(4,1145) = 4.19, p < 0.002]; workshop attendance [F(4,1320) = 9.14, p < 0.0001]; teaching experience [F(3,1561) = 4.82, p < 0.002]; teaching experience in Oman [F(3,1537) = 5.64, p < 0.0008]; and teaching experience in a specific subject matter [F(6,1600) = 8.52, p < 0.0001]. Similar to the analysis of teacher response to staff items, non-Omani teachers (mean = 3.83) reported greater satisfaction with, and/or availability of, the textbook than Omani teachers (mean = 3.68), as indicated in Table 43. The Scheffe probe of the other significant ANOVA's found the following:

a. Teachers from Musandam (mean = 4.11), Dhahirah (mean = 3.97), Batinah (mean = 3.87), Dakhilyah (mean = 3.84), Wousta (mean = 3.83), and Janoubiyah (mean = 3.82) found the textbook more acceptable and available than teachers from Sharqiyah (mean = 3.49). Teachers from Musandam and Dhahirah also reported significantly more agreement with items than Capital (mean = 3.68), as presented in Table 35.

b. Teachers who attended two years of the Teacher Training Institute after secondary school (mean = 3.92) reported greater satisfaction with and/or availability of the textbooks than teachers who attended one year of the Teacher Training Institute after secondary school (mean = 3.63), three years of the Teacher Training Institute after preparatory school (mean = 3.65), or teachers with a college or university degree in education (mean = 3.67), as presented in Table 36.

c. Teachers who had one to two years (mean = 3.89) or less than one month (mean = 3.85) of in-service training reported greater satisfaction with or availability of textbooks than teachers who had no in-service training (mean = 3.69), as presented in Table 37. Again, the location of the in-service training made no difference [F(1,705) P < 1], as presented in Table 38.

d. Teachers who attended four or more workshops (mean = 4.00) or two workshops (mean = 3.89) found the textbooks to be more suitable and available than teachers who attended no workshops (mean = 3.67). Teachers who attended four or more workshops also had significantly greater response scores than teachers who attended one workshop (mean = 3.75), as presented in Table 39.

e. Teachers who had ten or more years teaching experience (mean = 3.85) found the textbooks to be more acceptable and available than teachers who had one to three years of experience (mean = 3.70), as presented in Table 40.

f. Teachers who had four to six years teaching experience in Oman (mean = 3.89) found the textbooks to be more acceptable and available than teachers who had one to three years of experience (mean = 3.75), as presented in Table 41.

g. English teachers (mean = 4.10) reported greater satisfaction with availability of the textbooks than all other teachers (range of means: 3.62 for science teachers to 3.81 for classroom teachers), except Islamic studies teachers (mean = 3.85), as presented in Table 42. Classroom teachers reported significantly more positive scores than science teachers (mean = 3.62).

Teacher response to questionnaire items on the suitability and availability of the teacher's manual was influenced by the teacher's nationality [F(1,728) = 6.18, $p < 0.01$]; district of employment [F(8,748) = 4.72, $p < 0.04$]; educational preparation [F(8,712) = 4.63, $p < 0.0001$]; length of in-service training [F(4,567) = 8.07, $p < 0.0001$]; workshop attendance [F(4,664) = 5.59, $p < 0.0002$]; teaching experience [F(3,742) = 3.48, $p < 0.02$]; and teaching experience in a specific subject matter [F(6,754) = 6.61, $p < 0.0001$]. Again, the significant effect of nationality reflected a more positive response by non-Omani teachers (mean = 3.69 as opposed to Omani Teachers = 3.56), as indicated in Table 43. All other significant analyses required the Scheffe pairwise comparison test of the group means in order to distinguish which groups differed. The following results were obtained:

a. No two (or more) districts were found to differ significantly by the Scheffe test at $p < 0.05$, as indicated in Table 35.

b. Teachers who attended the Teacher Training Institute for two years after secondary school (mean = 3.78) found the teacher's manuals to be significantly more satisfactory and /or available than teachers who attended the Teacher Training Institute for three years after preparatory school (mean = 3.44), as indicated in Table 36.

c. Teachers who had one to two years of in-service training (mean = 3.90) reported greater satisfaction with the teacher's manuals than teachers who had one to three months of in-service training (mean = 3.46 or no in-service training (mean = 3.51), as indicated in Table 37. Again, the location of in-service training did not influence teacher response to these items [F(1,360), p < 1], as indicated in Table 38.

d. Teachers who attended four or more workshops (mean = 3.94) reported greater satisfaction with the teacher's manuals than teachers who attended three workshops (mean = 3.61), one workshop (mean = 3.64), or no workshops (mean = 3.57), as indicated in Table 39.

e. Teachers who had ten or more years of teaching experience (mean = 3.72) found the teacher's manuals to be more acceptable and available than teachers who had one to three years of teaching experience (mean = 3.53), as indicated in Table 40. No effect of the amount of teaching experience in Oman was found [F(3,726) = 2.05, p < 0.11], as indicated in Table 41.

f. English teachers (mean = 3.99) reported greater satisfaction with and/or availability of the teacher's manuals than Arabic (mean = 3.42), science (mean = 3.65), and Islamic (mean = 3.63) teachers. Classroom teachers (mean = 3.71) had significantly greater scores than Arabic teachers, as indicated in Table 42.

Supervisors' responses to questionnaire items on the availability of and/or satisfaction with staff, facilities, and equipment and the textbooks were in all cases influenced by the supervisor's district of employment [F(8,112) 2.16, p < 0.04]; [F(8,98) = 3.81, p < 0.0006]; and [F(8,108) = 2.34, p < 0.02], respectively. In each significant analysis, the Scheffe post hoc probe of the group differences found no two (or more) groups to differ at p < 0.05 [Table 35].

Supervisors' responses to all resource topics were uninfluenced by variables addressing the supervisor's academic preparation, as indicated in Tables 36 through 39. Variables differentiating supervisors by occupational differences resulted in two significant analyses. Supervisor response to items about the textbook were influenced by the number of years the supervisor had been at his/her post [$F(3,99) = 2.73$, $p = 0.05$]. However, no two groups could be isolated by the Scheffe test as differing significantly at $p < 0.05$, as indicated in Table 44. Supervisor response to resource items about the facilities and equipment were influenced by the teaching experience of the supervisor in a specific subject matter [$F(6,118) = 3.53$, $p < 0.003$]. In this case, the Scheffe pairwise comparison test revealed that supervisors with teaching experience in English (mean = 3.97) reported greater satisfaction with and/or availability of the facilities and equipment than classroom teachers (mean = 2.51), as indicated in Table 41.

Finally, supervisors' responses to items about the teacher's manuals were uninfluenced by any demographic variable, as presented in Tables 35 through 45.

Administrators' responses to questionnaire items about the resource availability and suitability were characterized by a lack of significant effects. The responses given to items concerned with the facilities and equipment, as well as those items concerned with the teacher's manuals were uninfluenced by all variables, as presented in Tables 35 - 45. Administrators' responses to textbook items were influenced by the administrator's district of employment [$F(8,98) = 2.12$, $p < 0.04$]. Post hoc probes of the significant effect found no two groups to differ significantly, (see Table 35). Finally, administrator response to items on the availability and suitability of the

Table 44: The effect of number of years at present position on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years			
Dependent Measure	mean (n)	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)							
Supervisor	3.50 (22)	3.65 (35)	3.68 (36)	3.39 (17)	1.81	3,106	0.15
Administrator	3.37 (38)	3.73 (32)	3.30 (38)	3.64 (35)	4.32	3,139	0.006**
Facilities and Equipment (Part II Section D)							
Supervisor	2.48 (19)	3.00 (28)	2.95 (33)	2.65 (16)	2.17	3,92	0.10
Administrator	2.70 (33)	2.86 (24)	2.64 (33)	2.92 (30)	< 1	3,116	
Textbook (Part II Section E)							
Supervisor	3.82 (23)	4.00 (33)	4.00 (31)	3.64 (16)	2.73	3,99	0.05*
Administrator	3.76 (26)	3.84 (28)	3.84 (32)	4.04 (31)	1.47	3,113	0.23
Teacher's Manual (Part II Section F)							
Supervisor	3.59 (5)	3.51 (16)	3.73 (16)	3.64 (9)	< 1	3,42	
Administrator	3.63 (17)	4.00 (6)	3.69 (16)	4.00 (4)	2.22	3,46	0.10

* A Scheffe pairwise comparison of the group means found no two groups to differ sigificantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found educators with 4 to 6 years experience at their post responded significantly differently than educators with 7 to 10 years experience at their post [$p < 0.05$].

Table 45: The effect of sex on staff, facilities, equipment, textbook, and teacher's manual: Teachers, Supervisors, Administrators

Sex:	Male	Female			
Dependent Measure	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)					
Teacher	3.34 (810)	3.38 (578)	< 1	1,1386	
Supervisor	3.54 (96)	3.59 (32)	< 1	1,126	
Administrator	3.50 (111)	3.47 (31)	< 1	1,140	
Facilities and Equipment (Part II Section D)					
Teacher	2.67 (747)	2.59 (538)	2.14	1,1283	0.14
Supervisor	2.86 (89)	2.74 (29)	< 1	1,116	
Administrator	2.77 (95)	2.73 (27)	< 1	1,120	
Textbooks (Part II Section E)					
Teacher	3.77 (908)	3.83 (649)	2.78	1,1555	0.10
Supervisor	3.88 (91)	3.89 (31)	< 1	1,120	
Administrator	3.91 (92)	3.74 (27)	2.00	1,117	0.16
Teachers Manual (Part II Section F)					
Teacher	3.65 (453)	3.68 (283)	< 1	1,734	
Supervisor	3.69 (38)	3.54 (15)	1.61	1,51	0.21
Administrator	3.74 (46)	3.75 (6)	< 1	1,50	

staff was influenced by the number of years of administration in Oman [$F(3,139) = 4.32$, $p < 0.006$] and the number of workshops attended [$F(4,111) = 3.21$, $p < 0.02$]. In the former analysis, a Scheffe pairwise comparison test found administrators who had four to six years of experience as an administrator in Oman (mean = 3.73) reported greater satisfaction with and/or availability of staff than administrators who had seven to ten years of experience (mean = 3.30), as presented in Table 41. In the latter analysis, a Scheffe pairwise comparison test of the group means found no two groups to fall out of range at $p < 0.05$, as presented in Table 39.

D. CURRICULUM CONTENT

The Part II Section A: Curriculum Content is separable into two divisions based on the different methods of subject matter presentation used in grades 1 through 6. Subject matter in Arabic, mathematics, science, and social studies is all presented by a single classroom teacher in grades 1 through 3 (Division 1). These same subject matter topics, as well as English, are presented by different teachers, who specialize in a particular subject matter (specialized teachers), in grades 4 through 6 (Division 2). Islamic studies is also taught by a specialized teacher. Unlike other subject matters, this instruction begins in grade 1 and continues through grade 6; consequently, Islamic studies is best placed under Division 2. The results obtained from the analyses of the curriculum content section of the questionnaire will be discussed in light of these two divisions.

Within each division, one or more dependent variables were identified from the items addressing a specific subject matter topic (see pages 143 and 144 for the list of curriculum content dependent variables). The effect of each independent demographic variable drawn from the information provided in Part I Section A (General Information) (see pages 139, 140, and 141) was assessed on each of the dependent variables.

Unlike all other sections of the questionnaire, not all subjects responded to every item of Part II Section A Curriculum Content. Teachers and supervisors responded only to those portions of the curriculum content section with respect to the subject matters that they had taught. Administrators responded only to those items pertaining to grades 1 through 3.

1. The influence of the demographic variables on subject response to each dependent variable isolated from the items on the subject matter taught in the first three grades (Division 1).

Nine dependent measures were obtained from the questionnaire items on the curriculum content in grades 1 through 3. The content of eight of the dependent variables includes items specific to (i) general education, (ii) Arabic, (iii) social studies, (iv) mathematics, (v) all science, (vi) first grade science, (vii) second grade science, and (viii) third grade science. The ninth dependent variable used the mean response given by subjects to all items within Division 1.

Classroom Teachers (Grades 1 through 3)

General Curriculum Items

The classroom teachers response to general education items was significantly influenced by the teacher's nationality [$t(862) = -4.11$, $p < 0.001$]; district of employment [$F(8,922) = 10.14$, $p < 0.001$]; educational preparation [$F(8,861) = 4.60$, $p < 0.001$]; teaching experience (number of years) [$F(3,912) = 4.34$, $p < 0.005$]; length of in-service training [$F(4,626) = 6.38$, $p < 0.0001$]; and, workshop attendance (number of workshops) [$F(4,730) = 3.89$, $p < 0.04$]. The significant analyses were further probed, using the Scheffe pairwise comparison test of the means when appropriate and revealed the following:

a. Teachers of Omani nationality (mean = 3.41) reported less satisfaction with general educational items than teachers of non-Omani nationality (mean = 3.62), as presented in Table 46.

b. Classroom teachers from the districts of Musandam (mean = 4.06), Roustaq (mean = 3.76), and Batinah (mean = 3.77) reported greater satisfaction with general educational items

Table 46: The effect of teacher nationality on teacher response to questionnaire items on the Curriculum Content in grades 1-3

Nationality:	Omani	Non-Omani		
Curriculum content of the dependent measure	mean	mean	$t_{(862)}$	p
n :	291	573		
All content items in grades 1-3:	3.61	3.74	-3.41	0.001*
General Education:	3.41	3.62	-4.11	0.000*
Arabic Studies:	3.66	3.91	-5.06	0.000*
Social Studies:	3.98	4.16	-3.21	0.001*
Maths:	3.75	3.78	-0.57	0.57
Science - all:	3.18	3.34	-2.57	0.01*
1st grade:	2.66	2.75	-0.86	0.39
2nd grade:	2.66	2.53	1.14	0.26
3rd grade:	3.05	3.16	-1.27	0.21

* Significant at $p < 0.05$.

Table 47: The effect of district of employment on teacher response to questionnaire items on the Curriculum Content in grades 1-3

District:	Cap	Bat	Rou	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriculum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,922)}$	p
n :	299	116	98	98	67	64	79	78	48		
All content items in grades 1-3:	3.61	3.74	3.75	3.83	3.41	3.78	3.78	3.79	4.01	7.75	0.000##
General:	3.35	3.77	3.76	3.55	3.25	3.72	3.61	3.63	4.06	10.14	0.000###
Arabic Studies:	3.71	4.03	3.86	3.82	3.47	3.98	3.98	3.95	4.04	6.41	0.000####
Social Studies:	4.01	4.27	4.08	4.14	3.84	4.23	4.06	4.13	4.54	4.39	0.000#####
Maths:	3.72	3.72	3.92	3.96	3.52	3.78	3.90	3.71	3.95	3.87	0.001######
Science - all:	3.19	3.36	3.15	3.54	2.85	3.49	3.26	3.52	3.68	6.28	0.000#######
1st grade:	2.76	2.48	2.78	3.09	2.24	3.23	2.60	2.64	2.52	3.24	0.002#
2nd grade:	2.55	2.50	2.60	2.96	2.06	3.05	2.54	2.42	2.93	2.62	0.008#
3rd grade:	3.06	3.01	2.99	3.03	2.52	3.26	3.28	3.64	3.78	5.71	0.000########

A Scheffe pairwise comparison of the group means found:

# no two groups differed significantly.

## Mus to be significantly different from Cap and Shar to be significantly different from all other groups [p < 0.05].

### Mus, Bat, and Rous to be significantly different from Shar, and Cap [p < 0.05].

#### Mus, Bat, Dhah, Wous, and Jan to be significantly different from Shar, and Cap to be significantly different from Bat [p < 0.05].

##### Mus to be significantly different from Shar and Cap [p < 0.05].

###### Dak to be significantly different from Shar [p < 0.05].

####### Mus, Dak, Jan, and Wous to be significantly different from Shar [p < 0.05].

######## Mus and Jan to be significantly different from Shar [p < 0.05].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

than classroom teachers from Sharqiyah (mean = 3.25) and Capital (mean = 3.35). No differences were found between the remaining districts, as presented in Table 47.

c. Classroom teachers who attended five years of post-preparatory school education at the Teacher Training Institute (mean = 3.74) reported greater satisfaction with general educational items than classroom teachers who attended three years of post-preparatory school education at the Teacher Training Institute (mean = 3.41) ($p < 0.05$). Teachers who had a college education or who had no training at the Teacher Training Institute did not differ significantly from any group, as presented in Table 48.

d. Classroom teachers who had more than ten years of teaching experience (mean = 3.62) reported greater satisfaction with general education items than teachers who had one to three years of teaching experience (mean = 3.44) ($p < 0.05$). Teachers who had four to ten years of teacher experience did not differ significantly from teachers who had more or less teaching experience, as presented in Table 49. Teaching experience in Oman did not

Table 48: The effect of academic preparation on curriculum content in grades 1 - 3: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,861)}$	p
n :	26	15	287	82	202	226	22	9	1		
All content items in grades 1-3:	3.59	3.55	3.79	3.53	3.84	3.57	3.76	3.59	4.56	6.81	0.000**
General Education:	3.54	3.44	3.64	3.37	3.74	3.41	3.89	3.41	3.33	4.60	0.000***
Arabic Language:	3.61	3.95	3.92	3.47	4.07	3.64	4.05	3.89	5.00	10.67	0.000**
Social Studies:	4.03	4.12	4.15	3.95	4.29	3.91	4.39	3.62	5.00	4.96	0.000****
Math:	3.74	3.61	3.83	3.73	3.83	3.71	3.72	3.70	4.40	1.06	0.39
Science - all:	2.98	3.10	3.41	3.18	3.39	3.11	3.30	3.21	4.61	3.19	0.001*
1st grade:	2.62	3.13	2.88	2.50	2.65	2.57	3.13	2.94	5.00	1.67	0.10
2nd grade:	2.54	2.80	2.69	2.71	2.40	2.46	2.25	3.22	3.29	1.05	0.40
3rd grade:	3.01	3.18	3.16	3.17	3.05	3.06	2.76	3.19	5.00	< 1	

* A Scheffe pairwise comparison of the group means found no two groups significantly different.

** A Scheffe pairwise comparison of the group means found TTIS2 and TTIP5 to be significantly different from TTIS1 and TTIP3 [p < 0.05].

*** A Scheffe pairwise comparison of the group means found TTIP5 to be significantly different from TTIP3 [p < 0.05].

**** A Scheffe pairwise comparison of the group means found TTIS2 to be significantly different from TTIP3 [p < 0.05].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 49: The effect of number of years of teaching experience on curriculum content in grades 1 - 3: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,912)}$	p
n :	209	83	66	558		
All content items in grades 1-3:	3.61	3.58	3.65	3.76	6.54	0.0002**
General Education:	3.44	3.41	3.55	3.62	4.34	0.005***
Arabic Language:	3.67	3.66	3.76	3.91	8.75	0.000**
Social Studies:	3.98	3.97	4.18	4.15	3.50	0.015*
Math:	3.71	3.73	3.75	3.80	1.09	0.35
Science - all:	3.22	3.05	3.31	3.35	3.34	0.02****
1st grade:	2.69	2.58	2.45	2.80	1.47	0.22
2nd grade:	2.71	2.61	2.46	2.56	< 1	
3rd grade:	3.20	2.90	3.04	3.10	1.13	0.34

* A Scheffe pairwise comparison found no two groups significantly different [$p < 0.05$].

** A Scheffe pairwise comparison found 10+ years to be significantly different for both 4-6 and 1-3 years [$p < 0.05$].

*** A Scheffe pairwise comparison found 10+ years to differ significantly from 1-3 years [$p < 0.05$].

**** A Scheffe pairwise comparison found 10+ years to differ significantly from 4-6 years [$p < 0.05$].

Table 50: The effect of number of years at present position in Oman on curriculum content in grades 1 - 3: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,885)}$	p
n :	606	186	61	36		
All content items in grades 1-3:	3.67	3.78	3.65	3.82	2.83	0.038*
General Education:	3.55	3.60	3.59	3.50	< 1	
Arabic Language:	3.79	3.93	3.85	3.95	2.32	0.07
Social Studies:	4.11	4.10	4.03	4.01	< 1	
Math:	3.76	3.84	3.60	3.86	2.33	0.07
Science - all:	3.25	3.39	3.24	3.46	1.73	0.16
1st grade:	2.67	2.81	2.74	3.15	1.47	0.22
2nd grade:	2.54	2.72	2.38	3.10	2.16	0.09
3rd grade:	3.02	2.72	3.14	3.22	3.50	0.02**

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the grop means found 4-6 years to be significantly different from 1-3 years [$p < 0.05$].

influence teacher response to general education items, as shown in Table 50.

e. Classroom teachers who received less than one month or one to three months of in-service training in the practice of education (mean = 3.67)(mean = 3.89) found the general education items more satisfactory than classroom teachers who received no in-service training (mean = 3.43) ($p < 0.05$). Classroom teachers who received one to three months of in-service training in the practice of education also were more satisfied with the general education items than those teachers who received four to six months of in-service training (mean = 3.39) ($p < 0.05$). Those teachers who received four to twelve months of in-service training did not differ from those teachers who received less or more in-service training, as indicated in Table 51.

f. Classroom teachers who had attended two workshops (mean = 3.73) supported the general education items significantly more than teachers who had attended no workshops (mean = 3.45) ($p < 0.05$). The mean response of teachers who had attended three or more than four workshops fell close to the mean response

Table 51: The effect of in-service training on curriculum content in grades 1 - 3: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,626)}$	p
n :	276	181	44	33	97		
All content items in grades 1-3:	3.61	3.79	3.84	3.55	3.65	4.69	0.001**
General Education:	3.43	3.67	3.89	3.39	3.46	6.38	0.0000***
Arabic Language:	3.72	3.94	4.12	3.57	3.77	6.18	0.0001****
Social Studies:	4.05	4.21	4.31	3.75	4.01	4.41	0.002*****
Math:	3.70	3.83	3.36	3.77	3.77	1.27	0.28
Science - all:	3.24	3.29	3.36	3.16	3.36	< 1	
1st grade:	2.66	2.74	3.07	2.92	2.94	1.33	0.25
2nd grade:	2.61	2.55	3.17	2.75	2.70	1.54	0.19
3rd grade:	3.11	3.12	3.29	3.12	3.29	< 1	

* A Scheffe pairwise comparison of the group means found '< 1 month' to be significantly different from 'none' [p < 0.05].

** A Scheffe pairwise comparison of the group means found '< 1 month' and '1-3 months' to be significantly different from 'none'. '1-3 months' differed significantly from '1-2 years' [p < 0.05].

*** A Scheffe pairwise comparison of the group means found '< 1 month' and '1-3 months' to be significantly different from 'none'. '1-3 months' differed significantly from '4-6 months' [p < 0.05].

**** A Scheffe pairwise comparison of the group means found '1-3 months' and '< 1 month' to differ signficantly from '4-6 months' [p < 0.05].

Table 52: The effect of workshop attendance on curriculum content in grades 1 - 3: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,730)}$	p
n :	309	229	111	45	41		
All content items in grades 1-3:	3.61	3.69	3.80	3.90	3.78	5.39	0.0003**
General Education:	3.45	3.54	3.73	3.64	3.75	3.89	0.004***
Arabic Language:	3.68	3.81	4.04	4.04	3.94	7.52	0.000**
Social Studies:	4.04	4.03	4.21	4.21	4.22	1.79	0.13
Math:	3.75	3.76	3.80	3.87	3.70	< 1	
Science - all:	3.18	3.30	3.47	3.42	3.42	3.06	0.016***
1st grade:	2.76	2.62	2.96	2.66	2.61	1.17	0.32
2nd grade:	2.66	2.55	2.92	2.56	3.07	1.81	0.13
3rd grade:	3.06	3.11	3.33	3.50	3.60	3.44	0.009*

* A Scheffe pairwise comparison of the group means found no two groups to be significantly different at p < 0.05.

** A Scheffe pairwise comparison of the group means found '2' and '3' to differ signifcantly from 'none' [p < 0.05].

*** A Scheffe pairwise comparison of the grop means found '2' to differ significantly from 'none' [p < 0.05].

given by teachers who had attended two workshops, but did not differ significantly from any group, as shown in Table 52.

Neither teacher sex (Table 53) nor location of in-service training (Table 54) influenced teacher response to general education items.

Arabic Language

The classroom teacher's response to Arabic language items was influenced by the teacher's nationality [$t(862) = -5.06$, $p < 0.001$]; district of employment [$F(8,922) = 6.41$, $p < 0.001$]; educational preparation [$F(8,861) = 10.67$, $p < 0.001$]; teaching experience (number of years) [$F(3,912) = 8.75$, $p < 0.001$]; length of in-service training in the practice of education [$F(4,626) = 6.18$, $p < 0.001$]; and workshop attendence (number of workshops) [$F(4,730) = 7.52$, $p < 0.001$]. Further probes, using a Scheffe post hoc comparison test of the group means when appropriate, found the following:

a. Omani teachers (mean = 3.66) reported less satisfaction with the Arabic language items (objectives and practice) than Non-Omani teachers (mean = 3.91) [$p < 0.05$], as presented in Table 46.

b. Classroom teachers from Musandam (mean = 4.04), Batinah (mean = 4.03), Dakhilyah

Table 53: The effect of sex on curriculum content in grades 1 - 3: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(894)}$	p
n :	432	464		
All content items in grades 1-3:	3.71	3.69	-0.64	0.52
General Education:	3.55	3.55	0.04	0.97
Arabic Language:	3.82	3.83	-0.31	0.76
Social Studies:	4.10	4.09	0.21	0.83
Math:	3.80	3.75	0.98	0.33
Science - all:	3.35	3.23	2.05	0.04†
1st grade:	2.87	2.57	3.08	0.002†
2nd grade:	2.79	2.37	3.92	0.000†
3rd grade:	3.24	3.02	2.67	0.008†

† Significant at $p < 0.05$.

Table 54: The effect of location of in-service training on curriculum content in grades 1 - 3: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(367)}$	p
n:	86	283		
All content items in grades 1-3:	3.65	3.76	-1.76	0.08
General Education:	3.55	3.65	-1.17	0.24
Arabic Language:	3.83	3.87	-0.47	0.64
Social Studies:	3.99	4.13	-1.51	0.13
Math:	3.74	3.86	-1.53	0.13
Science - all:	3.29	3.35	-0.52	0.60
1st grade:	2.73	2.86	-0.73	0.47
2nd grade:	2.86	2.65	1.05	0.29
3rd grade:	3.23	3.22	0.02	0.98

(mean = 3.82), Wousta (mean = 3.98), and Janoubiyah (mean = 3.95) responded more positively towards Arabic language items than teachers from Sharqiyah (mean = 3.47) ($p < 0.05$). The positive response given by teachers from Batinah was also significantly different from the response given by teachers from Capital (mean = 3.71) ($p < 0.05$). The latter group differed only from those teachers employed in Batinah, as shown in Table 47.

c. Significant differences in classroom teacher response were found between teachers who had attended the Teacher's Training Institute, such that teachers with two years of post-secondary school training (mean = 3.92) and teachers with five years post-preparatory school training (mean = 4.07) rated the Arabic language items more positively than teachers with 1 year of post-secondary school training (mean = 3.47) and teachers with three years of post-preparatory training (mean = 3.64). No other differences were found between groups of teachers with different levels of educational preparation, as shown in Table 48.

d. Classroom teachers who had more than ten years of teaching experience (mean = 3.91) reported greater satisfaction with Arabic language items than teachers who had four to six (mean = 3.66) or one to three years of teaching experience (mean = 3.67), while teachers who had seven to ten years of experience did not differ from teachers who had either more or less experience (Table 49). Teaching experience in Oman did not influence teacher response to Arabic language items, as shown in Table 50.

e. Classroom teachers who received less than one month or one to three months of in-service training in the practice of education (mean = 3.94) (mean = 4.12) reported greater satisfaction with Arabic language items than classroom teachers who had received four to six months of in-service training (mean = 3.57), as indicated in Table 51. Those teachers who had received more or less in-service training did not differ from any other group.

f. Classroom teachers who had attended two or three workshops (mean = 4.04) (mean = 4.04) reported greater satisfaction with Arabic language items than teachers who had attended no workshops (mean = 3.68), as indicated in

Table 52. The mean response of teachers who had attended more than four workshops fell close to the mean response given by teachers who had attended two workshops, but did not differ significantly from any group, as indicated in Table 52.

Neither teacher's sex (Table 53) nor location of in-service training (Table 54) influenced teacher response to Arabic language items.

Social Studies

The classroom teacher response to social studies items was influenced significantly by the teacher's nationality $[t(862) = - 3.21, p < 0.001]$; district of employment $[F(8,922) = 4.39, p < 0.0001]$; educational preparation $(F(8,861) = 4.96, p < 0.0001]$; teaching experience (number of years) $[F(3,912) = 3.50, p < 0.02]$; and length of in-service training $[F(4.626) = 4.41, p < 0.002]$. The significant analyses were probed, using a Scheffe pairwise comparison test of the group's means where appropriate, and found:

a. Teachers of Omani nationality (mean = 3.98) reported less satisfaction with social studies items than teachers of non-Omani nationality (mean = 4.16) $(p < 0.05)$, as presented in Table 46.

b. Classroom teachers working in Musandam (mean = 4.54) reported greater satisfaction with social studies items than teachers working in Sharqiyah (mean = 3.84),/and Capital (mean = 4.01) ($p < 0.05$), as presented in Table 47.

c. Classroom teachers who attended two years of post-secondary school education at the Teacher Training Institute (mean = 4.15) reported greater satisfaction with social studies items than teachers who attended three years of post-preparatory school training at the Teacher Training Institute (mean = 3.91) ($p < 0.05$). Teachers who had more or less educational preparation did not respond differently from any other group, as indicated in Table 48.

d. No two groups of classroom teachers, differing by the number of years of teaching experience, were found to differ significantly by the Scheffe probe ($p > 0.05$), as indicated in Table 49.

e. Classroom teachers who had received less than one month or one to three months of in-service training (mean = 4.21) and (mean = 4.31) reported greater satisfaction with social studies items than teachers who had received four to six months of in-service training (mean = 3.75) ($p < 0.05$), as indicated in Table 51. Teachers who had received more than six months of in-service training did not differ from any group.

Neither teacher sex (Table 53), location of in-service training (Table 54), teaching experience in Oman (Table 50), nor workshop attendance (Table 52) influenced teacher response to social studies items.

Mathematics

The classroom teacher's response to mathematics items was influenced only by the teacher's district of employment [$F(8,922) = 3.87$, $p < 0.0002$]. The Scheffe probe found only those teachers with the two extreme means to differ significantly. Teachers from Dakhilyah (mean = 3.96) found mathematics items more satisfactory than teachers from Sharqiyah (mean = 3.52), as indicated in Table 47.

Science

The classroom teacher's response to all science items (grades 1 - 3) was influenced by the teacher's sex [$t(894) = 2.05$, $p < 0.04$]; nationality [$t(862) = -2.57$, $p < 0.01$]; district of employment [$F(8,922) = 6.28$, $p < 0.0001$]; educational preparation [$F(8,861) = 3.19$, $p < 0.001$]; teaching experience (number of years) [$F(3,912) = 3.34$, $p < 0.02$]; and workshop attendance (number of workshops)

[$F(4,730) = 3.06$, $p < 0.02$]. Further, analysis of each significant effect yielded:

a. Male teachers (mean = 3.35) reported signficantly greater satisfaction with science items than female teachers (mean = 3.23), as presented in Table 53.

b. Teachers of Omani nationality (mean = 3.18) found science items to be less favorable than teachers of non-Omani nationality (mean = 3.34), as presented in Table 46.

c. Classroom teachers employed in the districts of Musandam (mean = 3.68), Dakhilyah (mean = 3.54), Janoubiyah (mean = 3.52), and Wousta (mean = 3.49) reported greater satisfaction with all science items than teachers from Sharqiyah (mean = 2.85) ($p < 0.05$), as presented in Table 47. The mean responses given by teachers employed in the remaining districts fell between the mean response given by teachers from Wousta and Sharqiyah and were not significantly different from any group.

d. The Scheffe pairwise comparison test of the group means found no two groups of teachers, separated by educational preparation, to differ sigaficantly ($p > 0.05$), as presented in Table 48.

e. Classroom teachers who had more than ten years of experience (3.35) reported greater satisfaction with all science items than teachers who had four to six years of teaching experience (mean = 3.05) ($p < 0.05$). Teachers who had one to three or seven to ten years of teaching experience had mean response scores between teachers with ten or more years of experience and teachers with four to six years of experience, as presented in Table 49.

f. Classroom teachers who had attended two workshops (mean = 3.47) reported greater satisfaction with all science items than teachers had attended no workshops (mean = 3.18) ($p < 0.05$), as presented in Table 52.

Neither teacher location of in-service training (Table 54), amount of in-service training (Table 51), nor teaching experience in Oman (Table 50) influenced teacher response to all science items.

All science items (grades 1 through 3) were later subdivided further into three dependent variables representing the curriculum content from grades 1, 2 and 3 separately. When classroom teachers' responses to the science items representative of each grade (1 through 3) were analyzed in light of the demographic variables, the following similarities and differences were found.

First, differentiating classroom teachers by sex continued to isolate a significant difference between male and female teachers towards first, second, and third grade science items, as shown in Table 53. This difference continued to show a more positive response from male teachers.

Second, differentiating teachers by their nationality did not reveal signficant differences between classroom teacher response to first, second, and third grade science items as it had when the data from all three had been combined, as presented in Table 46.

Third, district of employment influenced classroom teacher response to science items on all three grades. However, the Scheffe probe of these significant analyses found group differences only towards third grade science items. In this latter case, classroom teachers from Musandam (mean = 3.78) and Janoubiyah (mean = 3.64) found the third grade science items more favorable than teachers from Sharqiyah [mean = 3.52] ($p < 0.05$), as presented in Table 47.

Fourth, when the science items for each grade were considered separately, no influence of educational preparation or teaching experience was found (Tables 48 and 49, respectively). In addition, similar to the results using all science items, the response to science items of each grade were not influenced by the amount and location of in-service training (see Tables 51 and 54, respectively).

Fifth, the significant effect of workshop attendance found during the analysis of the data from all science items was found only within the analysis of third grade science items. However, the Scheffe probe did not isolate classroom teachers who had attended two workshops from those who had attended no workshop as had been the case for the analysis of the data from all three grades combined, as presented in Table 52).

Finally, unlike the analysis of the combined science data (grades 1 through 3), teaching experience in Oman significantly influenced the classroom teachers' responses to third grade science items, such that teachers with four to six years of teaching experience in Oman (mean = 2.72) reported less satisfaction with third grade science items than teachers with one to three years of teaching experience in Oman (mean = 3.14) ($p < 0.05$), as presented in Table 50.

Combined Curriculum (Grades 1 through 3)

The effect of each demographic variable on the combined response of teachers to all items covering the curriculum content in grades 1 through 3 was also assessed. Significant effects on the teachers' overall response to these curriculum items were isolated from the teachers' district of employment [$F(8,922) = 7.75$, $p < 0.000$]; nationality [$t(862) = -3.41$, $p < 0.001$]; educational

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preparation $[F(5,861) = 6.81, p < 0.000]$; teaching experience $[F(3,912) = 6.54, p < 0.0002]$; teaching experience in Oman $[F(3,885) = 2.83, p < 0.038]$; amount of in-service training in the practice of education $[F(4,626) = 4.69, p < 0.001]$; and workshop attendance $[F(4,730) = 5.39, p < 0.0003]$. The demographic variables of sex $[t(894) = -0.64, p = 0.52]$ and location of in-service training $[t(367) = -1.76, p = 0.08]$ did not produce significant effects on the combined response given by teachers to all curriculum items in grades 1 through 3. The comparison of the group means for each significant analysis yielded the following (the Scheffe pairwise comparison test of the group means was used when appropriate):

a. Teachers from Musandam (mean = 4.01) reported significantly greater satisfaction with all curriculum items (grades 1 through 3) than teachers from Capital (mean = 3.61) and Sharqiyah (mean = 3.41). The remaining districts did not differ significantly from each other or the districts of Capital, Sharqiyah, or Musandam (see Table 47).

b. Teachers of Omani nationality (mean = 3.61) reported significantly less satisfaction with all curriculum items (grades 1 through 3) than teachers of non-Omani nationality (mean = 3.74) (see Table 46).

c. Teachers who had attended two years of post-secondary school education or five years of post-preparatory school education at the Teacher Training Institute (mean = 3.79) (mean = 3.84) found all curriculum content items more satisfactory than teachers who had attended one year of post-secondary school education (mean = 3.53) or three years of post-preparatory school education at the Teacher Training Institute (mean = 3.57). Teachers who had more or less education did not differ from any group (see Table 48).

d. Teachers who had ten or more years of teaching experience (mean = 3.76) found all curriculum content items more satisfactory than teachers who had less than six years of teaching experience (means equal to 3.61 and 3.58 for teachers with one to three and four to six years of teaching experience, respectively) (Table 49). The Scheffe probe of the group differences between teachers with different numbers of years teaching in Oman did not reveal any significant differences (Table 50).

e. Teachers who had received less than three months of in-service training (means of 3.78 and 3.84 for teachers who had received less than one month and one to three months of training, respectively) found all curriculum content items (grades 1-3) more agreeable than teachers who had received no in-service training (mean = 3.61). In addition, teachers who had received one to three months of in-service training reported more satisfaction with all curriculum content items than teachers who had received one to two years of in-service training (mean = 3.65). (Table 51).

f. Teachers who had attended two or three workshops (means of 3.80 and 3.90, respectively) were more satisfied with all curriculum content items than teachers who had attended no workshops. (Table 52).

Teacher response to questionnaire items about the curriculum content in grades 1 through 3 was in part influenced by all variables except location of in-service training in the practice of education (Table 54). This influence was generally restricted to some, but not all, of the dependent variables isolated from the questionnaire items on the first through third grade curriculum content. District of employment was the only exception to the previous statement. This independent variable significantly affected teacher response to all curriculum content areas surveyed for grades 1 through 3. Most often, the significant difference resulted because teachers from

Musandam reported more positive responses than teachers from Sharqiyah or Capital (Table 47).

Items within the subject matter areas of Arabic language, social studies, as well as items on general curriculum issues and the teachers' overall response to all items on grades 1 through 3, showed a similar pattern of results. Each dependent measure was influenced by nationality (Table 46), educational preparation (Table 48), in-service training (Table 51), workshop attendance (Table 52), and teaching experience (Table 49). In addition, district of employment influenced all of these areas in slightly different ways, and, again, the general trend was to find teachers from Capital and Sharqiyah to report significantly less satisfaction than teachers from Musandam and frequently Batinah, and Roustaq (Table 47). The other general demographic variable to affect teacher response was nationality. Teachers of non-Omani nationality were more likely to find the items satisfactory than teachers of Omani nationality (Table 46). Demographic variables that differentiated teachers by academic preparation influenced teacher response such that:

a. Teachers who had received more training at the Teachers' Training Institute found these curriculum items more favorable than teachers who had received less training at the Teachers' Training Institute (Table 48).

b. Teachers who had attended less than one month and, in some cases, one to three months of in-service training in the practice of education gave the most favorable responses to these curriculum items (Table 51).

c. Teachers who had attended two or three workshops gave more favorable responses to these curriculum content items than teachers who had attended no workshops (Table 52).

Finally, those variables that differentiate teachers by experience indicated that teachers who had ten or more years of experience reported the greatest satisfaction with curriculum (Table 49), regardless of where they had received the teaching experience (see also Table 50).

Teacher response to mathematics items was least influenced by the demographic variables. District of employment was the only variable to differentiate teacher response to mathematics (grades 1 through 3) items. In this case, teachers from Dakhilyah found more satisfaction with the mathematics items than teachers from Sharqiyah (Table 47).

Teacher response to science items was influenced primarily by the general demographic variables, district of employment and sex (Tables 47 and 53, respectively). The effect of district of employment was, in general, similar to the generalized statement above. Teachers from Musandam reported the greatest satisfaction with science items while teachers from Sharqiyah reported the least. The teachers' sex influenced their response to all science items: first grade science items, second grade science items, and third grade science items. In each case, male teachers responded more positively than female teachers.

The effects of other variables on teacher response to science items were infrequent and not effective across all three grade levels. The third general demographic variable, nationality, produced a significant effect when all science items from grades 1 through 3 were combined (Table 46). Similar to the effect of nationality, non-Omani teachers reported greater satisfaction with the science curriculum than Omani teachers. Nationality did not produce significant differences in teacher response to science items when considered for each grade level.

Demographic variables differentiating teachers by academic preparation influenced teacher response to science items only when the items from all three grades were considered together. In the all science content case, significant effects of educational preparation and workshop attendence were found. In the former analysis, no significant group differences were found, while in the latter analysis, teachers who had attended two workshops reported greater satisfaction with all science content than teachers who had attended no workshops (Tables 48 and 52, respectively). Workshop attendence also influenced teacher response to third grade science items. However, upon further analysis, no two groups (0, 1, 2, 3, or 4+ workshops) were found to be significantly different (Table 52).

Teaching experience influenced teacher response to the combined "all science content" items. Teachers with ten or more years of teaching experience found the science items more satisfactory than teachers with four to six years of teaching experience, regardless of location of teaching experience (Table 49). Finally, teacher response to third grade science items was influenced by teaching experience in Oman. Teachers with four to six years of teaching experience in Oman reported greater satisfaction with third grade science items than teachers with one to three years of teaching experience in Oman (Table 49).

Supervisors (Grades 1 through 3)

Supervisor response to the curriculum content items in grades 1 through 3 was generally uninfluenced by the demographic variables. Supervisor response to the items of the nine dependent variables assessed under Division 1 were not affected by the supervisor's nationality (Table 55), educational preparation (Table 56), teaching experience (Table 57), experience as a supervisor (Table 58), experience as a supervisor in Oman (Table 59), and the amount and location of in-service training in the practice of education (Tables 60 and 61, respectively). The

Table 55: The effect of nationality on curriculum content in grades 1 - 3: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(41)}$	p
n :	12	31		
All content items in grades 1-3:	3.89	3.77	0.92	0.36
General Education:	3.92	3.68	1.39	0.17
Arabic Language:	3.61	3.51	0.51	0.51
Social Studies:	4.57	4.18	1.49	0.14
Math:	4.13	3.93	1.45	0.16
Science - all:	3.21	3.35	-0.48	0.64
1st grade:	3.15	3.01	0.35	0.73
2nd grade:	3.19	3.32	-0.35	0.73
3rd grade:	3.11	3.33	-0.62	0.54

Table 56: The effect of academic preparation on curriculum content in grades 1 - 3: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,31)}$	p
n :	4	1	16	3	6	3	4	2	1		
All content items in grades 1-3:	3.84	3.61	3.76	3.64	3.94	4.01	3.80	3.73	3.90	< 1	
General Education:	3.88	3.50	3.72	4.17	3.81	3.44	3.63	3.75	3.50	< 1	
Arabic Language:	3.96	3.22	3.94	4.14	4.02	4.08	3.97	3.94	4.57	< 1	
Social Studies:	4.55	4.60	4.13	4.17	4.33	4.42	4.23	4.37	4.00	< 1	
Math:	3.95	3.84	4.02	3.91	4.03	3.94	3.95	3.98	4.09	< 1	
Science - all:	3.54	3.38	3.09	2.58	3.66	4.11	3.41	2.98	3.21	1.07	0.41
1st grade:	3.11	1.00	2.87	1.79	3.54	3.59	3.79	3.36	2.67	1.85	0.11
2nd grade:	3.79	2.25	3.03	3.05	3.53	4.25	3.14	3.02	2.86	< 1	
3rd grade:	2.58	4.25	3.12	2.69	3.65	4.25	3.36	2.82	3.56	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 57: The effect of number of years of teaching experience on curriculum content in grades 1 - 3: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,35)}$	p
n :	4	7	5	23		
All content items in grades 1-3:	3.74	3.89	3.80	3.79	< 1	
General Education:	3.96	3.83	3.70	3.65	< 1	
Arabic Language:	4.31	3.98	3.92	3.92	1.00	0.40
Social Studies:	4.68	4.36	4.14	4.15	< 1	
Math:	3.80	4.00	4.01	4.02	< 1	
Science - all:	2.92	3.51	3.35	3.28	< 1	
1st grade:	2.86	3.20	3.26	3.09	< 1	
2nd grade:	2.98	3.80	3.23	3.21	< 1	
3rd grade:	2.94	3.23	3.42	3.38	< 1	

Table 58: The effect of number of years at present position on curriculum content in grades 1 - 3: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriclum content of the dependent measure	mean	mean	mean	mean	$F_{(3,38)}$	p
n :	11	12	13	6		
All content items in grades 1-3:	3.75	3.76	3.94	3.68	< 1	
General Education:	3.83	3.72	3.59	3.78	< 1	
Arabic Language:	4.10	3.80	4.00	3.85	1.12	0.35
Social Studies:	4.26	4.15	4.35	4.25	< 1	
Math:	3.89	4.08	4.08	3.79	1.12	0.35
Science - all:	3.11	3.13	3.66	3.24	1.30	0.29
1st grade:	2.92	2.62	3.68	2.77	2.67	0.06
2nd grade:	3.03	3.16	3.58	3.39	< 1	
3rd grade:	3.17	2.80	3.68	3.38	1.62	0.20

Table 59: The effect of number of years at present position in Oman on curriculum content in grades 1 - 3: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,35)}$	p
n :	24	8	6	1		
All content items in grades 1-3:	3.84	3.80	3.78	3.90	< 1	
General Education:	3.81	3.71	3.42	3.83	1.01	0.40
Arabic Language:	4.21	3.90	3.74	4.29	< 1	
Social Studies:	4.32	4.34	4.32	4.67	< 1	
Math:	4.04	3.96	3.88	3.77	< 1	
Science - all:	3.29	3.37	3.61	3.64	< 1	
1st grade:	2.85	3.32	3.83	3.57	1.70	0.19
2nd grade:	3.22	3.32	3.77	3.86	< 1	
3rd grade:	3.28	3.43	3.46	3.57	< 1	

Table 60: The effect of in-service training on curriculum content in grades 1 - 3: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,33)}$	p
n :	2	16	8	5	7		
All content items in grades 1-3:	3.52	3.91	3.57	3.83	3.87	1.50	0.22
General Education:	3.67	3.72	3.56	3.97	3.79	< 1	
Arabic Language:	3.50	3.97	3.70	4.15	4.07	1.72	0.17
Social Studies:	4.13	4.46	4.19	4.31	3.93	< 1	
Math:	3.58	4.10	3.75	4.12	4.06	1.56	0.21
Science - all:	3.27	3.48	3.09	3.03	3.30	< 1	
1st grade:	1.25	3.32	3.00	2.75	3.23	1.98	0.12
2nd grade:	3.63	3.31	3.30	2.80	3.46	< 1	
3rd grade:	3.59	3.35	3.06	3.25	2.99	< 1	

Table 61: The effect of location of in-service training on curriculum content in grades 1 - 3: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(32)}$	p
n :	10	24		
All content items in grades 1-3:	3.67	3.85	-1.22	0.23
General Education:	3.63	3.82	-0.92	0.36
Arabic Language:	3.67	3.52	0.56	0.58
Social Studies:	4.27	4.26	0.02	0.99
Math:	3.87	4.03	-0.94	0.35
Science - all:	3.00	3.34	-1.08	0.29
1st grade:	2.84	3.05	-0.57	0.57
2nd grade:	3.03	3.33	-0.70	0.49
3rd grade:	2.84	3.27	-1.03	0.31

Table 62: The effect of school district on curriculum content in grades 1 - 3: Supervisors

District:	Cap	Bat	Ros	Dak	Shar	Wos	Dhah	Jan	Mus		
Curriulum content of the dependent measure n :	mean 6	mean 6	mean 3	mean 5	mean 5	mean 4	mean 6	mean 6	mean 2	$F_{(8,34)}$	p
All content items in grades 1-3:	3.59	3.57	4.08	3.98	4.13	3.73	3.63	3.88	4.10	2.35	0.04*
General:	3.33	3.78	4.11	3.80	4.23	3.00	3.89	3.64	3.92	4.31	0.001**
Arabic Language:	3.66	3.84	4.38	4.21	4.19	3.86	3.97	3.92	3.78	1.20	0.33
Social Studies:	3.42	4.14	4.61	4.57	4.62	4.25	4.17	4.45	4.80	1.55	0.18
Math:	3.88	3.88	4.28	4.08	4.19	3.79	3.74	4.09	4.36	1.14	0.36
Science - all:	3.13	2.71	3.45	3.58	3.77	3.58	2.92	3.53	3.91	1.24	0.31
1st grade:	2.83	2.83	3.16	3.45	3.45	3.54	2.52	3.24	2.67	< 1	
2nd grade:	3.48	2.56	3.33	3.57	3.46	3.69	3.16	3.45	3.20	< 1	
3rd grade:	3.11	2.75	3.62	3.67	3.92	3.54	2.66	3.02	4.23	1.30	0.27

* A Scheffe pairwise comparison of the group means found no two group to differ significantly [$p < 0.05$].

** A Scheffe pairwise comparison of the group means found supervisors from Shar to differ significantly from supervisors from Wous [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Ros = Rostaq; Dak = Dakhilyah; Shar = Sharqiyah; Wos = Wosta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandan remaining independent variables (not mentioned above) were found to influence supervisor response in the follow way:

a. Supervisor response to general education items was significantly influenced by their respective districts of employment [$F(8,34) = 4.31$, p 0.001]. Supervisors from Sharqiyah (mean = 4.23) reported more satisfaction with general education items than supervisors from Wousta (mean = 3.00), while supervisors from all other districts did not differ (Table 62).

b. Supervisor response to mathematics items (grades 1 through 3) was influenced by the number of workshops on the implementation of the Omani curriculum that they had attended [$F(4,30) = 2.94$, $p < 0.04$]. However, the Scheffe probe of the group differences (0,1,2,3, or 4+ workshops) found no two groups to differ signficantly (Table 63).

c. Supervisor response to science items was signficantly affected by the supervisors' sex. Female supervisors (means ranged between 3.48 and 3.99) found the science curriculum more satisfactory than male supervisors (means between 2.79 and 3.06). This was the case when the science data from grades 1 through 3 were combined [$t(40) = -2.70$, $p < 0.01$], as

Table 63: The effect of workshop attendance on curriculum content in grades 1 - 3: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,30)}$	p
n :	10	6	4	10	5		
All content items in grades 1-3:	3.75	3.81	3.61	3.94	3.88	< 1	
General Education:	3.87	3.86	3.42	3.82	3.57	< 1	
Arabic Language:	3.98	3.96	3.78	4.24	3.78	1.52	0.22
Social Studies:	4.40	4.30	4.04	4.17	4.47	< 1	
Math:	3.92	3.93	3.63	4.29	3.91	2.94	0.04*
Science - all:	3.13	3.36	3.39	3.08	3.98	1.34	0.28
1st grade:	2.69	2.91	2.85	2.96	3.76	1.01	0.42
2nd grade:	2.93	3.01	3.54	2.97	4.47	2.58	0.06
3rd grade:	3.34	3.62	3.55	3.20	3.03	< 1	

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* A Scheffe pairwise comparison of the group means found no two groups to be significantly different [$p < 0.05$].

Table 64: The effect of sex on curriculum content in grades 1 - 3: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(40)}$	p
n :	26	16		
All content items in grades 1-3:	3.73	3.90	-1.54	0.13
General Education:	3.72	3.75	-0.16	0.88
Arabic Language:	3.52	3.56	-0.21	0.83
Social Studies:	4.20	4.40	-0.82	0.42
Math:	4.01	3.92	0.68	0.50
Science - all:	3.06	3.72	-2.70	0.01†
1st grade:	2.79	3.48	-2.05	0.05†
2nd grade:	2.86	3.99	-3.49	0.001†
3rd grade:	3.16	3.45	-0.88	0.38

† Significantly different at $p < 0.05$.

well as for the analyses of first grade [$t(40) = -2.05$, $p < 0.05$] and second grade [$t(40) = -3.49$, $p < 0.001$] (Table 64).

Supervisors' responses to Arabic language, social studies, and third grade science were not affected by any of the demographic variables. In fact, few signficant effects of the demographic variables on supervisor response to grades 1 through 3 curriculum content were found. Of those variables that did produce significant differences, none were similar to the responses given by teachers. For example, the general demographic variable of sex influenced teacher response so that male teachers found the science curriculum more satisfactory than female teachers. This same variable influenced supervisors in the opposite way so that female teachers found the science curriculum more satisfactory than male supervisors (Table 53 vs. Table 64) .

Administrators (Grades 1 through 3)

Administrator response to curriculum content items in grades 1 through 3, similar to supervisor response, was influened by only a few demographic variables. Those demographic variables that did not influence administrator response to any dependent variables on the curriculum content in grades 1 through 3 include educational preparation (Table 65), amount or location of in-service

Table 65: The effect of academic preparation on curriculum content in grades 1 - 3: Administrators

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(7,126)}$	p
n :	34	19	19	7	13	25	8	8		
All content items in grades 1-3:	3.83	3.84	3.62	3.89	3.83	3.77	3.91	3.66	< 1	
General Education:	3.61	3.67	3.64	3.66	3.56	3.80	3.83	3.63	< 1	
Arabic Language:	3.86	3.63	3.70	4.04	3.93	4.03	3.90	3.75	< 1	
Social Studies:	4.00	3.67	4.09	4.26	4.11	4.23	4.31	4.64	1.06	0.40
Math:	3.99	3.63	3.84	4.01	4.06	3.98	4.10	3.76	1.02	0.42
Science - all:	3.33	3.30	3.17	3.47	3.44	3.19	3.59	3.38	< 1	
1st grade:	3.13	3.12	2.95	3.02	3.27	3.13	3.42	3.04	< 1	
2nd grade:	3.24	3.17	3.00	3.53	3.27	2.87	3.28	3.09	< 1	
3rd grade:	3.45	3.42	3.34	3.35	3.57	3.35	3.78	3.64	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 66: The effect of in-service training on curriculum content in grades 1 - 3: Administrators

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,121)}$	p
n :	24	28	16	24	34		
All content items in grades 1-3:	4.02	3.87	3.74	3.74	3.74	1.98	0.10
General Education:	3.84	3.71	3.68	3.65	3.57	< 1	
Arabic Language:	4.08	3.98	3.84	3.77	3.66	2.12	0.08
Social Studies:	4.18	4.21	4.01	4.15	3.75	1.53	0.20
Math:	4.02	3.97	3.94	3.98	3.65	1.20	0.32
Science - all:	3.46	3.31	3.38	3.26	3.36	< 1	
1st grade:	3.22	3.09	3.09	3.12	3.27	< 1	
2nd grade:	3.32	3.03	3.08	3.12	3.23	< 1	
3rd grade:	3.44	3.42	3.62	3.46	3.63	< 1	

Table 67: The effect of location of in-service training on curriculum content in grades 1 - 3: Administrators

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(107)}$	p
n :	52	57		
All content items in grades 1-3:	3.77	3.78	-0.15	0.88
General Education:	3.70	3.64	0.60	0.55
Arabic Language:	3.84	3.77	0.59	0.38
Social Studies:	4.18	3.98	1.31	0.19
Math:	3.82	3.91	-0.65	0.51
Science - all:	3.43	3.33	0.64	0.52
1st grade:	3.21	3.14	0.35	0.73
2nd grade:	3.20	3.13	0.32	0.75
3rd grade:	3.58	3.49	0.58	0.56

Table 68: The effect of sex on curriculum content in grades 1 - 3: Administrators

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(144)}$	p
n :	113	33		
All content items in grades 1-3:	3.79	3.84	-0.52	0.60
General Education:	3.71	3.64	0.69	0.49
Arabic Language:	3.78	3.98	-1.62	0.11
Social Studies:	4.04	4.19	-0.88	0.38
Math:	3.85	3.99	-0.87	0.39
Science - all:	3.38	3.24	0.75	0.46
1st grade:	3.17	3.07	0.45	0.65
2nd grade:	3.22	3.06	0.67	0.51
3rd grade:	3.52	3.38	0.72	0.47

Table 69: The effect of number of years at present position on curriculum content in grades 1 - 3: Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,142)}$	p
n :	38	33	39	36		
All content items in grades 1-3:	3.73	3.86	3.74	3.95	2.14	0.10
General Education:	3.64	3.75	3.62	3.80	< 1	
Arabic Language:	3.85	3.92	3.75	3.86	< 1	
Social Studies:	4.06	4.05	4.17	4.03	< 1	
Math:	3.91	3.91	3.80	4.03	< 1	
Science - all:	3.89	3.44	3.42	3.33	< 1	
1st grade:	3.14	3.12	3.34	3.18	< 1	
2nd grade:	3.04	3.29	3.26	3.30	< 1	
3rd grade:	3.52	3.58	3.56	3.50	< 1	

Table 70: The effect of School district on curriculum content in grades 1 - 3: Administrators

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,126)}$	p
n :	37	14	16	12	9	11	13	17	6		
All content items in grades 1-3:	3.78	3.87	3.67	3.81	3.78	3.71	3.99	3.91	4.11	1.08	0.38
General:	3.69	3.77	3.50	3.78	3.38	3.65	3.51	3.94	4.33	2.53	0.01*
Arabic Language:	3.87	3.87	3.50	3.87	3.67	3.70	4.02	3.98	4.40	1.64	0.12
Social Studies:	4.08	4.15	3.80	4.34	4.15	3.80	4.32	4.00	4.69	1.32	0.24
Math:	3.94	4.15	3.66	3.66	3.87	3.89	4.18	4.05	4.16	1.15	0.33
Science - all:	3.42	3.47	2.66	3.37	3.73	3.44	3.71	3.60	3.65	2.09	0.04*
1st grade:	3.30	3.12	2.59	3.02	3.65	3.10	3.45	3.35	3.35	1.06	0.40
2nd grade:	3.17	3.24	2.41	3.17	3.61	3.36	3.70	3.50	3.45	1.78	0.09
3rd grade:	3.51	3.70	3.79	3.60	3.80	3.60	3.83	3.75	3.84	2.20	0.03*

* A Scheffe pairwise comparison of the group means found no two group to differ significantly [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wos = Wosta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 71: The effect of number of years of teaching experience on curriculum content in grades 1 - 3: Administrators

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,139)}$	p
n :	29	34	35	45		
All content items in grades 1-3:	3.82	3.84	3.84	3.76	< 1	
General Education:	3.60	3.77	3.72	3.67	< 1	
Arabic Language:	3.83	3.90	3.79	3.85	< 1	
Social Studies:	4.09	4.28	4.14	3.87	1.70	0.17
Math:	4.01	3.84	4.01	3.78	< 1	
Science - all:	3.08	3.50	3.55	3.50	2.41	0.07
1st grade:	3.25	3.41	3.43	2.79	3.17	0.03*
2nd grade:	3.37	3.24	3.35	2.98	1.03	0.38
3rd grade:	3.59	3.73	3.58	3.23	2.19	0.09

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [$p < 0.05$].

Table 72: The effect of workshop attendance on curriculum content in grades 1 - 3: Administrators

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,113)}$	p
n :	69	22	10	5	12		
All content items in grades 1-3:	3.76	3.89	3.86	3.68	4.06	1.55	0.19
General Education:	3.56	3.78	3.65	4.06	3.95	2.37	0.06
Arabic Language:	3.80	3.91	3.94	4.11	4.06	1.13	0.35
Social Studies:	4.05	4.00	4.08	4.33	4.44	< 1	
Math:	3.88	4.07	4.05	3.69	4.15	1.03	0.40
Science - all:	3.87	3.19	3.51	3.60	3.25	1.66	0.17
1st grade:	3.02	3.63	3.33	2.74	3.76	2.49	0.05*
2nd grade:	3.10	3.36	3.57	2.89	3.79	1.38	0.25
3rd grade:	3.38	3.68	3.56	3.49	3.94	1.23	0.30

* A Scheffe pairwise comparison of the group means found no two groups to be significantly different [$p < 0.05$].

training (Tables 66 and 67), sex (Table 68), and the number of years as an administrator (Table 69).

Administrator response to general educational items in grades 1 through 3, as well as third grade science items, was influenced by the administrator's district of employment [$F(8,126) = 2.53$, $p < 0.01$; and $F(8,126) = 2.20$, $p < 0.03$, respectively]; however, the Scheffe pairwise comparison test of the group means found no group differences in either analysis (Table 70). Teaching experience and the number of workshops attended influenced administrator response towards 1st grade science items [$F(3,139) = 3.17$, $p < 0.03$; and $F(4,113) = 2.49$, $p < 0.05$]. The Scheffe test revealed no significant group difference in either analysis (Tables 71 and 72). Finally, administrator nationality influenced administrator response to general educational items so that Omani administrators (mean of 3.81) reported more satisfaction with these items than Non-Omani administrators (mean of 3.64) [$t(142) = 2.23$, $p < 0.03$]. (See Table 73).

Overall, and similar to the results of supervisors, few demographic variables influenced administrator response. In fact, no demographic variables influenced administrator response to the items about the subject matter in mathematics, Arabic language, social studies, and second grade science. Interestingly, administrator nationality influenced their response to general curriculum items as it had for the teachers as well, however the effects were in opposite directions for each of the personnel groups.

Table 73: The effect of nationality on curriculum content in grades 1 - 3: Administrators

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(142)}$	p
n :	68	76		
All content items in grades 1-3:	3.86	3.76	1.28	0.20
General Education:	3.81	3.61	2.23	0.03[†]
Arabic Language:	3.89	3.78	1.03	0.31
Social Studies:	4.13	4.02	0.84	0.40
Math:	3.90	3.86	0.31	0.76
Science - all:	3.47	3.24	1.44	0.15
1st grade:	3.22	3.09	0.69	0.49
2nd grade:	3.33	3.07	1.39	0.17
3rd grade:	3.60	3.38	1.40	0.16

[†] Significant at $p < 0.05$.

Contrary to the teacher group, Omani administrators found the general curriculum items more satisfactory than the non-Omani administrators (Table 46 versus Table 73).

2. The influence of the demographic variables on subject response to each dependent variable isolated from the items on the subject matter taught by the specialized teacher (Division 2)

Islamic Studies

Specialized Teachers

The response given by Islamic studies teachers to the Islamic Studies curriculum items was influenced by the teacher's sex [$t(306) = -2.26$, $p < 0.03$]; district of employment [$F(8,301) = 4.86$, $p < 0.0001$]; and workshop attendence (number of workshops) [$F(4,255) = 4.80$, $p < 0.001$]. The resulting group differences identified from these significant analyses are given below (the Scheffe pairwise comparison test of the group means was used when appropriate):

a. Female teachers of Islamic studies (mean = 3.88) reported greater satisfaction with the Islamic studies curriculum and its implementation than male teachers of Islamic studies (mean = 3.72). The mean response given by both groups of teachers falls between the responses of occasional and frequent satisfaction. The female teachers were more likely than the male teachers to report that the curriculum is frequently satisfactory (Table 74).

b. Islamic studies teachers from the districts of Musandam (mean = 4.34) and Wousta (mean = 4.12) reported signficantly greater satisfaction with the Islamic studies curriculum and its implementation than Islamic studies teachers from the district of Capital (mean = 3.49). The mean response given by teachers from all other districts fell between the mean responses given by teachers from Musandam and Capital, but were not significantly different from each other or the two extreme groups. The magnitude of the response given by the significanly different groups indicates that Islamic studies teachers from Musandam and Wousta found the curriculum frequently satisfactory. However, teachers from Capital found the curriculum occasionally to frequently satisfactory (Table 75).

c. Islamic studies teachers who had attended four or more workshops (mean = 4.19) on the implementation of the new Omani curriculum reported greater satisfaction with the Islamic studies curriculum and its implementation than

Table 74: The effect of sex on curriculum content in Islamic Education in grades 1 - 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure n :	mean 183	mean 125	$t_{(306)}$	p
Islamic Education:	3.72	3.88	-2.26	0.025*

* Significantly Different at $p < 0.05$.

Islamic teachers who had attended one workshop (mean = 3.67) or had not attended any workshops (mean = 3.72). In this analysis, Islamic studies teachers who had attended three workshops found the curriculum frequently satisfactory. Islamic studies teachers who had attended one workshop or no workshops reported that the curriculum was near frequently satisfactory (Table 76).

Differences among Islamic studies teachers in nationality (Table 77), teaching experience (Table 78), teaching experience in Oman (Table 79), educational preparation (Table 80), and amount and location of in-service training in the practice of education (Tables 81 and 82, respectively) did not result in significant differences in response to the Islamic studies curriculum items. This suggests that these demographic variables do not influence the Islamic studies teachers' attitude towards the content or implementation of the Islamic studies curriculum. On the other hand, the Islamic studies teachers' sex, district of employment, and workshop attendance do influence the teachers' perception of the Islamic studies curriculum and its success (Tables 74 - 76).

Supervisors

The responses of supervisors to Islamic studies items was not influenced by any of the demographic variables

Table 75: The effect of school district on curriculum content in Islamic Education in grades 1 - 6: Teachers

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure n :	mean 50	mean 55	mean 21	mean 24	mean 30	mean 36	mean 40	mean 43	mean 11	$F_{(8,301)}$	p
Islamic Education:	3.49	3.85	3.80	3.74	3.59	4.12	3.84	3.63	4.34	4.86	0.000*

* A Scheffe pairwise comparison of the group means found Mus and Wous to be significantly different from Cap [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 76: The effect of workshop attendance on curriculum content in Islamic Education in grades 1 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,255)}$	p
n :	94	78	42	27	19		
Islamic Education:	3.72	3.67	3.85	4.01	4.19	4.80	0.001**

** A Scheffe pairwise comparison found teachers attending 4 or more workshops responded differently than teachers attending 1 or no workshops [p 0.05].

Table 77: The effect of nationality on curriculum content in Islamic Education in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(300)}$	p
n :	123	179		
Islamic Education:	3.76	3.80	-0.54	0.59

Table 78: The effect of number of years of teaching experience on curriculum content in Islamic Education in grades 1 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,296)}$	p
n :	73	38	32	157		
Islamic Education:	3.70	3.88	3.79	3.77	< 1	

Table 79: The effect of numaber of years at present position in Oman on curriculum content in Islamic Education in grades 1 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,294)}$	p
n :	191	59	23	25		
Islamic Education:	3.72	3.81	3.85	3.89	< 1	

Table 80: The effect of academic preparation on curriculum content in Islamic Education in grades 1 - 6: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,280)}$	p
n :	34	35	73	14	36	45	15	26	11		
Islamic Education:	3.71	3.66	3.85	3.76	3.82	3.69	3.83	3.79	4.06	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 81: The effect of in-service trainign on curriculum content in Islamic Education in grades 1 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,204)}$	p
n :	83	56	10	7	53		
Islamic Education:	3.73	3.71	3.56	3.80	3.85	< 1	

Table 82: The effect of location of in-service training on curriculum content in Islamic Education in grades 1 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(142)}$	p
n :	70	74		
Islamic Education:	3.82	3.73	0.75	0.46

(Tables 83-92). The interpretation of these results may be confounded by both the small number of supervisors with previous experience teaching Islamic studies, as well as the rather homogeneous background of the supervisors with respect to many of the demographic variables. For example, when the group of Islamic studies supervisors was differentiated by district of employment (Table 83), the number of supervisors within each district was frequently below five which compromised the power of any statistical analysis. The same difficulty was seen in the analysis of workshop attendance (Table 84) and both overall supervisory experience (Table 85) and supervisory experience in Oman (Table 86). The problem of too small a number of supervisors within districts, described above, occurred within the demographic variables of sex (Table 87), amount and location of in-service training (Tables 88 and 89), teaching experience (Table 90), and to a lesser extent with educational preparation (Table 91). The distribution of supervisors between the different levels (i.e., inside versus outside Oman in-service training) of each demographic variable is highly skewed. This is an influence of a homogeneous population of supervisors with teaching experience in Islamic studies. Consequently, in those cases where the sample is not distributed across the different levels of a variable, the analysis of such an after effect of a variable on supervisor response is confounded. Any

Table 83: The effect of school district on curriculum content in Islamic Education in grades 1 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(6,12)}$	p
n :	3	3	0	4	1	2	1	5	0		
Islamic Education:	3.57	3.75	----	3.68	3.87	4.76	3.83	4.04	----	2.74	0.07

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 84: The effectof workshop attendance on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,10)}$	p
n :	5	2	1	4	3		
Islamic Education:	4.01	3.62	3.87	4.10	4.02	< 1	

Table 85: The effect of number of years at present position on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,4)}$	p
n :	1	3	1	3		
Islamic Education:	4.18	4.25	4.13	3.63	1.03	0.47

Table 86: The effect of number of years at present position in Oman on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,8)}$	p
n :	4	5	1	2		
Islamic Education:	4.00	4.24	3.57	4.24	1.08	0.41

Table 87: The effect of sex on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Sex: .	Male	Female		
Curriulum content of the dependent measure n :	mean 16	mean 3	$t_{(17)}$	p
Islamic Education:	3.77	3.98	-0.69	0.50

Table 88: The effect of in-service training on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure n :	mean 2	mean 6	mean 2	mean 1	mean 2	$F_{(4,8)}$	p
Islamic Education:	4.24	4.02	3.79	4.13	4.27	< 1	

Table 89: The effect of location of in-service training on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure n :	mean 4	mean 9	$t_{(11)}$	p
Islamic Education:	4.23	3.95	1.02	0.33

Table 90: The effect of number of years of teaching experience on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure n :	mean 4	mean 4	mean 0	mean 6	$F_{(2,11)}$	p
Islamic Education:	4.09	3.99	----	3.87	< 1	

Table 91: The effect of academic preparation on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(3,32)}$	p
n :	9	2	2	3	0	0	0	0	0		
Islamic Education:	3.66	3.57	4.14	4.29	----	----	----	----	----	3.07	0.07

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher's Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 92: The effect of nationality on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(18)}$	p
n :	8	12		
Islamic Education:	3.89	3.82	0.28	0.78

significant results identified by the ANOVA (and further probes) must be considered in light of these complications.

Within one demographic variable, nationality, supervisor distribution among the levels and subject number per level were enough to permit interpretation (Table 92). Supervisor response to Islamic studies curriculum and its implementation was not influenced by the supervisor's nationality [t(18) = 0.28, p = 0.78].

Arabic Language

Specialized Teachers

The response given by Arabic language teachers to Arabic studies curriculum items was signficantly influenced by the teacher's district of employment [F(7,174) = 3.66, p 0.001]. A Scheffe pairwise comparison test of the group means found only the two extreme means [teachers from Dakhilyah (mean = 3.84) versus teachers from Sharqiyah (mean = 2.90)] to differ significantly. The mean response given by Arabic language teachers from Dakhilyah indicates frequent satisfaction with the Arabic language curriculum and its implementation. Arabic language teachers from Sharqiyah reported only occasional satisfaction with the Arabic language curriculum and its implementation. Arabic language teachers from other districts also gave mean response scores intermediate but not statistically different from the mean responses given by Arabic language teachers from Dakhilyah and Sharqiyah (Table 93). Differentiating

Arabic language teachers by sex (Table 94), nationality (Table 95), teaching experience (Tables 96 and 97), or any academic preparation variables (Tables 98 through 101) did not identify differences in response to items on the Arabic language curriculum and its implementation.

Supervisors

The response given by supervisors with Arabic language teaching experience to Arabic studies curriculum items was influenced by the number of workshops the supervisor had attended on the implementation of the Omani curriculum [$F(4,15) = 3.45$, $p < 0.03$]. The Scheffe pairwise comparison test of the group means found no two groups to differ signficantly [$p > 0.05$]. (Table 102). However, supervisors with teaching experience in Arabic language were a small group that frequently yielded subject numbers, per level of a demographic variable, below 5. The lack of sufficient data for group comparisons during this phase of the analysis was evident within the workshop attendance variable and should serve to caution the reader in any interpretation of this one significant analysis. Supervisors with teaching experience in Arabic language were also homogeneous on several variables including educational preparation (Table 108), location of in-service education (Table 110) and teaching experience (Table 105).

Those demographic variables free of the foregoing difficulties include supervisor sex (Table 103) and

Table 93: The effect of school district on curriculum content in Arabic Language in grades 4 - 6: Teachers

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(7,174)}$	p
n :	24	47	27	2	17	14	28	23	0		
Arabic Language:	3.36	3.36	3.57	3.19	2.90	2.98	3.84	3.45	----	3.66	0.001*

* A Scheffe pairwise comparison found Dhah to be significantly different from Shar ($p < 0.05$).

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 94: The effect of sex on curriculum content in Arabic Language in grades 4 - 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(175)}$	p
n :	107	70		
Arabic Language:	3.32	3.51	-1.68	0.10

Table 95: The effect of nationality on curriculum content in Arabic Language in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(170)}$	p
n :	38	134		
Arabic Language:	3.50	3.37	1.03	0.31

Table 96: The effect of number of years of teaching experience on curriculum content in Arabic Language in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,172)}$	p
n :	35	12	19	110		
Arabic Language:	3.55	3.45	3.26	3.39	< 1	

Table 97: The effect of number of years at present position in Oman on curriculum content in Arabic language in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,169)}$	p
n :	110	39	11	5		
Arabic Language:	3.42	3.30	3.29	3.43	< 1	

Table 98: The effect of academic preparation on curriculum content in Arabic Language in grades 4 - 6: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(7,166)}$	p
n :	12	9	53	22	50	24	3	1	0		
Arabic Language:	3.20	3.49	3.44	3.61	3.29	3.45	3.52	2.61	----	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 99: The effect of in-service training on curriculum content in Arabic Language in grades 4 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,127)}$	p
n :	64	38	9	6	15		
Arabic Language:	3.43	3.39	2.94	3.09	3.45	1.06	0.38

Table 100: The effect of location of in-service training on curriculum content in Arabic Language in grades 4 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure n :	mean 10	mean 68	$t_{(76)}$	p
Arabic Language:	3.69	3.33	1.37	0.18

Table 101: The effect of workshop attendance on curriculum content in Arabic Language in grades 4 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure n :	mean 47	mean 53	mean 27	mean 13	mean 13	$F_{(4,148)}$	p
Arabic Language:	3.49	3.22	3.45	3.41	3.33	< 1	

Table 102: The effect of workshop attendance on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,15)}$	p
n :	4	6	3	5	2		
Arabic Language:	3.29	3.82	3.95	3.23	3.51	3.46	0.03*

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [$p < 0.05$].

Table 103: The effect of sex on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(22)}$	p
n :	19	5		
Arabic Language:	3.52	3.56	-0.21	0.84

Table 104: The effect of nationality on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(22)}$	p
n :	5	19		
Arabic Language:	3.61	3.51	0.51	0.62

Table 105: The effect of number of years of teaching experience on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,14)}$	p
n :	1	2	2	13		
Arabic Language:	3.62	3.33	3.89	3.48	< 1	

nationality (Table 104), neither of which yielded significant group differences [$t(22) = -0.22$, $p = 0.84$, and $t(22) = 0.51$, $p = 0.62$ for sex and nationality, respectively]. The significant effect of workshop attendance identified by the ANOVA is compromised by the lack of supervisor distribution across each level of the workshop variable (none, 1, 2, 3, 4+ workshops attended). All remaining demographic variables failed to differentiate supervisor response to Arabic curriculum content items (Tables 102 through 111). The sample size and the homogeneous backgroud of the supervisor group contributed to this result.

Mathematics

Specialized Teachers

The response given by mathematics teachers to general mathematics curriculum items was not significantly influenced by any of the demographic variables (see Tables 112-120). In contrast, the mathematics teachers' satisfaction with the mathematics concepts in fourth, fifth, and sixth grade and the recommendation of a suitable grade level in which these concepts should be taught were influenced by several demographic variables.

The degree to which mathematics teachers were satisfied with the mathematics concepts taught in the fourth grade was influenced by the teacher's sex [$t(164) = -2.62$, $p < 0.01$]; district of employment [$F(8,188) = 5.02$, $p < 0.0001$];

Table 106: The effect of number of years at present position on curriculum content in Arabic Languag in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,13)}$	p
n :	4	7	5	3		
Arabic Language:	3.63	3.51	3.61	3.24	< 1	

Table 107: The effect of number of years at present position in Oman on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,15)}$	p
n :	10	5	2	2		
Arabic Language:	3.59	3.34	3.26	3.73	1.04	0.40

Table 108: The effect of academic preparation on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(4,18)}$	p
n :	11	1	7	3	0	0	0	1	0		
Arabic Language:	3.45	3.96	3.52	3.62	----	----	----	3.50	----	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 109: The effect of in-service training on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,16)}$	p
n :	1	10	6	2	2		
Arabic Language:	3.26	3.67	3.33	3.19	3.69	1.69	0.20

Table 110: The effect of location of in-service training on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(15)}$	p
n :	3	14		
Arabic Language:	3.69	3.52	0.56	0.58

Table 111: The effect of school district on curriculum content in Arabic Language in grades 4 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(6,13)}$	p
n :	3	4	3	3	1	0	1	5	0		
Arabic Language:	3.83	3.45	3.11	3.29	3.62	----	3.93	3.70	----	2.29	0.10

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 112: The effect of sex on curriculum content in Mathematics in grades 4- 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(164)}$	p
n :	91	75		
All Math Content:	3.47	3.66	-2.46	0.015†
General:	3.58	3.73	-1.73	0.09
Math Concepts				
4th grade:	2.58	3.34	-2.62	0.01†
5th grade:	2.62	3.38	-2.75	0.007†
6th grade:	2.82	3.36	-1.96	0.05†
4th-6th grade:	3.70	3.79	-0.60	0.55
Suitability				
4th grade:	2.02	2.88	-3.27	0.001†
5th grade:	1.89	3.00	-4.55	0.000†
6th grade:	2.11	2.73	-2.97	0.003†
4th-6th grade:	2.67	3.26	-3.77	0.000†

† Significantly different at $p < 0.05$.

Table 113: The effect of school district on curriculum content in Mathematics in grades 4 - 6: Teachers

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,188)}$	p
n :	31	28	40	26	14	14	18	22	4		
All Math Content:	3.38	3.71	3.55	3.43	3.62	3.25	3.37	3.57	3.93	1.24	0.28
General:	3.61	3.87	3.70	3.66	3.61	3.41	3.75	3.67	3.51	< 1	
Math Concepts											
4th grade:	2.74	4.04	3.48	3.43	3.36	1.21	1.91	3.31	2.21	5.02	0.000**
5th grade:	3.00	3.78	3.43	3.16	3.17	2.31	2.07	3.30	2.21	2.20	0.029*
6th grade:	3.20	3.29	3.21	2.69	3.19	3.81	2.58	3.64	2.04	1.26	0.27
4th-6th grade:	3.76	4.07	3.67	3.45	3.95	3.79	3.77	3.88	4.28	< 1	
Concept Suitability											
4th grade:	2.39	3.31	3.03	2.92	2.67	1.35	1.10	3.04	0.00	6.31	0.000***
5th grade:	2.42	3.10	3.02	2.93	2.94	2.00	1.00	2.55	1.85	3.97	0.001****
6th grade:	2.21	2.53	2.71	2.78	2.61	2.44	1.62	2.77	1.48	1.95	0.055
4th-6th grade:	2.95	3.19	3.13	3.17	3.31	2.76	2.08	3.26	2.49	2.93	0.004*

* A Scheffe pairwise comparison of the group means found no two groups significantly different [$p < 0.05$].

A Scheffe pairwise comparison of the group means found:

** Bat and Rous to be significantly different from Wous, while Bat was also significantly different from Dhah [$p < 0.05$].

*** Bat to be significantly different from Mus and Dhah. Rous was significantly different from Dhah [$p < 0.05$].

**** Bat, Rous, and Dak to be significantly different from Dhah [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 114: The effect of academic preparation on curriculum content in Mathematics in grades 4 - 6:
Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the Dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(6,184)}$	p
n :	53	32	55	13	23	11	4	0	0		
All Math Content:	3.42	3.85	3.60	3.18	3.33	3.30	3.61	----	----	2.95	0.009*
General:	3.59	3.85	3.68	3.72	3.62	3.45	3.62	----	----	1.08	0.37
Math Concepts											
4th grade:	2.48	3.93	3.69	3.29	2.50	2.89	2.21	----	----	4.04	0.0008**
5th grade:	2.93	3.96	3.22	3.16	2.93	2.48	3.20	----	----	1.77	0.11
6th grade:	3.32	3.73	3.03	3.19	2.78	1.67	3.96	----	----	2.61	0.02*
4th-6th	3.62	4.14	3.89	3.43	3.72	3.46	4.03	----	----	1.59	0.15
Concept Suitability											
4th grade:	2.01	3.38	3.00	2.96	2.21	1.83	2.79	----	----	3.74	0.002****
5th grade:	2.40	3.59	2.63	2.62	2.32	1.65	2.83	----	----	3.22	0.005***
6th grade:	2.56	3.10	2.45	2.19	2.11	1.23	3.16	----	----	3.71	0.002***
4th-6th grade:	2.87	3.42	3.05	2.95	2.83	2.68	3.28	----	----	1.42	0.21

* A Scheffe pairwise comparison of the group means found no two groups significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found groups 'CU-nE' and 'TTIS1' to be significantly different from group 'S' [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found groups CU-nE and TTIP3 to be significantly different [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found CU-E to differ significantly from CU-nE [$p < 0.05$].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 115: The effect of number of years of teaching experience on curriculum content in Mathematics in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,185)}$	p
n :	37	39	27	86		
All Math Content:	3.47	3.60	3.66	3.41	1.44	0.23
General:	3.64	3.80	3.77	3.59	1.71	0.17
Math Concepts						
4th grade:	3.27	3.75	3.02	2.65	3.53	0.016**
5th grade:	3.39	3.82	3.06	2.63	5.02	0.002**
6th grade:	2.88	3.32	2.95	3.21	< 1	
4th-6th grade:	3.65	3.91	3.71	3.78	< 1	
Concept Suitability						
4th grade:	2.61	3.25	2.58	2.18	3.76	0.011**
5th grade:	2.87	3.42	2.62	2.01	8.30	0.000***
6th grade:	2.35	2.82	2.70	2.24	2.11	0.10
4th-6th grade:	3.02	3.30	3.15	2.79	2.58	0.055

** A Scheffe pairwise comparison of the group means found teachers with 10 or more years of teaching experience had significantly different response scores than teachers with 4-6 years of teaching experience [p < 0.05].

*** A Scheffe pairwise comparison of the group means found teachers with 10 or more years of teaching experience had significantly different response scores than teachers with 4-6 or 1-3 years of teaching experience [p < 0.05].

Table 116: The effect of number of years at present post in Oman on curriculum content in Mathematics in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,154)}$	p
n :	76	38	25	19		
All Math Content:	3.26	3.50	3.55	3.87	5.14	0.002**
General:	3.48	3.70	3.77	3.87	3.99	0.009*
Math Concepts						
4th grade:	2.14	2.91	4.10	3.76	10.23	0.000***
5th grade:	2.38	3.27	3.83	3.69	6.80	0.000***
6th grade:	2.70	3.29	3.52	3.70	2.71	0.05*
4th-6th grade:	3.53	3.81	3.97	4.10	2.44	0.067
Concept Suitability						
4th grade:	1.68	2.59	3.19	3.44	9.88	0.000****
5th grade:	1.81	2.68	3.13	3.01	7.18	0.000****
6th grade:	1.96	2.64	2.63	2.98	4.70	0.004**
4th-6th grade:	2.58	3.04	3.13	3.44	5.04	0.002**

* A Scheffe pairwise comparison of the group means found no two groups the differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found teachers with 10 or more years teaching experience in Oman to differ significantly from Tachers with 1-3 years teaching experience in Oman [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found teachers with 7 or more years to differ significantly from teachers with 1-3 years teaching experience in Oman [$p < 0.05$].

**** A Scheffe pairwise comparison of the group menas found teachers with 4 or more years teaching experience in Oman to differ significantly from teachers with 1-3 years teaching experience in Oman [$p < 0.05$].

Table 117: The effect of in-service training on curriculum content in Mathematics in grades 4 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,153)}$	p
n :	53	69	17	10	9		
All Math Content:	3.46	3.64	3.63	3.50	3.31	< 1	
General:	3.66	3.78	3.71	3.57	3.62	< 1	
Math Concepts							
4th grade:	2.90	3.39	3.63	3.64	0.96	4.40	0.002**
5th grade:	2.78	3.44	3.76	3.97	1.91	3.72	0.006*
6th grade:	2.69	3.44	3.43	3.61	3.89	2.45	0.048*
4th-6th grade:	3.57	3.99	3.94	3.98	3.89	1.67	0.16
Concept Suitability							
4th grade:	2.31	3.89	3.23	2.77	1.07	3.50	0.009***
5th grade:	2.24	3.04	3.27	2.85	1.70	3.41	0.01*
6th grade:	2.27	2.85	2.79	2.43	2.61	1.70	0.15
4th-6th grade:	2.85	3.25	3.32	2.73	2.82	1.88	0.12

* A Scheffe pairwise comparison of the group means found no two groups significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found teachers with 1-2 years In-Service training on the practice of Education to have significantly different response scores than teachers with 4-6 months, 1-3 months, and less than 1 month [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found teachers attending 1-3 months of In-Service training responded significnatly different than teachers with 1-2 years of In-Service training [$p < 0.05$].

Table 118: The effect of nationality on curriculum content in Mathematics in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(153)}$	p
n :	39	116		
All Math Content:	3.56	3.52	0.45	0.65
General:	3.55	3.65	-0.97	0.35
Math Concepts				
4th grade:	2.73	2.89	-0.47	0.64
5th grade:	3.38	2.72	2.02	0.045*
6th grade:	2.76	3.13	-1.15	0.25
4th-6th grade	3.65	3.74	-0.47	0.64
Suitability				
4th grade:	2.61	2.35	0.79	0.43
5th grade:	2.76	2.24	1.71	0.09
6th grade	2.34	2.38	-0.15	0.88
4th-6th grade:	3.09	2.88	1.09	0.28

* Significant at $p < 0.05$.

Table 119: The effect of nationality on curriculum content in Mathematics in grades 4 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(86)}$	p
n :	24	64		
All Math Content:	3.72	3.57	1.17	0.24
General:	3.79	3.65	1.06	0.29
Math Concepts				
4th grade:	3.49	2.94	1.21	0.23
5th grade:	3.95	2.96	2.51	0.014*
6th grade:	3.17	3.29	-0.30	0.77
4th-6th grade:	4.07	3.89	1.01	0.32
Suitability				
4th grade:	2.63	2.43	0.47	0.64
5th grade:	3.07	2.43	1.60	0.11
6th grade:	2.69	2.43	0.86	0.39
4th-6th grade:	3.09	2.93	0.61	0.55

* Significantly different at $p < 0.05$.

Table 120: The effect of workshop attendance on curriculum content in Mathematics in grades 4 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,177)}$	p
n :	56	50	42	17	17		
All Math Cntent:	3.47	3.42	3.79	3.41	3.42	2.38	0.053
General:	3.58	3.65	3.80	3.65	3.81	1.18	0.32
Math Concepts							
4th grade:	2.97	2.68	3.55	2.90	3.57	1.66	0.16
5th grade:	3.14	3.06	3.47	2.54	3.22	< 1	
6th grade:	2.78	3.26	3.66	2.99	3.17	1.79	0.13
4th-6th grade:	3.68	3.80	4.12	3.22	3.82	2.90	0.02**
Concept Suitability							
4th grade:	2.54	2.20	3.05	2.32	2.76	1.55	0.19
5th grade:	2.64	2.40	3.01	2.52	2.54	< 1	
6th grade:	2.33	2.42	2.79	2.88	2.53	1.13	0.35
4th-6th grade:	3.07	2.85	3.30	3.01	2.85	1.31	0.27

** A Scheffe pairwise comparison of the group means found teachers attending 2 workshops to be significantly different from teachers attending 3 workshops ($p < 0.05$).

educational preparation [$F(6,184) = 4.04$, $p < 0.0006$]; teaching experience (number of years) [$F(3,185) = 3.53$, $p < 0.02$]; teaching experience in Oman (number of years) [$F(3,154) = 10.23$, $p < 0.0001$]; and length in-service training in the practice of education [$F(4,153) = 4.40$, $p < 0.002$]. Where appropriate a Scheffe post hoc comparison test of the group means was applied. The significant group differences identified from these analyses are as follows:

a. Female mathematics teachers (mean = 3.34) reported significantly greater satisfaction with fourth grade mathematics concepts than male mathematics teachers (mean = 2.58). Female mathematics teachers found mathematics concepts in the fourth grade to fit "somewhat" while male mathematics teachers reported the same concepts as fitting "poorly" to "somewhat". (Table 112).

b. Mathematics teachers from Batinah (mean = 4.04) reported significantly greater satisfaction with the fourth grade mathematics concepts than mathematics teachers from Wousta (mean = 1.21) and Dakhilyah (mean = 1.91). Mathematics teachers from Roustaq (mean = 3.48) also found the fourth grade mathematics concept more satisfactory than mathematics teachers from Wousta. The mean response given by the mathematics teachers from the districts of Batinah and Wousta represented the two extreme scores. Mathematics teachers from all other districts, not mentioned above, had mean responses between, but not significantly different from, these two extremes or any other group. The differences isolated in this analysis reflect a large qualitative range in response. At one extreme mathematics teachers found the fourth grade mathematics concepts to fit "well" (teachers from the district of Batinah), while at the other extreme mathematics teachers from Wousta reported that these same concepts fit "poorly" (Table 113).

c. Mathematics teachers who had a college or university degree (not in education) (mean = 3.93) or teachers who had received two years of post-secondary school training at the Teachers' Training Institute (mean = 3.69) reported greater satisfaction with fourth grade mathematics concepts than teachers who had a secondary school education (mean = 2.21). Teachers who had one year of post-secondary school or any post-preparatory school at the Teachers' Training Institute gave responses between, but not significantly different from, those given by teachers who had two years of post-secondary school at the Teacher Training Institute or who had a college degree (not in education) and teachers who had a secondary education (Table 114). In general the range of response given suggests that mathematics teachers who had a higher educational level found the fourth grade mathematics curriculum to fit "well"; while, teachers who had less education described the concepts as fitting "poorly."

d. Mathematics teachers who had four to six years of teaching experience (mean = 3.75) reported greater satisfaction with fourth grade mathematics concepts than teachers who had ten or more years of teaching experience (mean = 2.65) [see Table 115]. Mathematics teachers who had seven or more years of teaching experience in Oman (means of 4.10 for seven to ten years and means of 3.76 for more than ten years) reported greater satisfaction with fourth grade mathematics concepts than teachers who had one to three years of teaching experience in Oman (mean = 2.14) [see Table 116]. Overall, teaching experience and teaching experience in Oman gave opposing results in the analysis of fourth grade curriculum concepts. As a result, teachers who had the most years of teaching experience found the concepts to fit "somewhat" or "poorly". Teachers who had the most years of teaching experience in Oman found these concepts to fit "well."

e. Mathematics teachers who had received less than one month (mean = 3.39) or less than six months (means of 3.63 and 3.64 for one to three months and four to six months, respectively) in in-service training on the practice of education reported greater satisfaction with fourth grade mathematics concepts than teachers who had received one to two years of in-service training (mean = 0.96). Mathematics teachers who had received one to two years of in-service training found the mathematics concepts to fit "poorly." Mathematics teachers who had received one to six months of in-service training found the concepts fit "well" or "somewhat." The difference in response given by these two groups suggests, generally, that teachers with less in-service training are more satisfied with the curriculum content (Table 117).

When the mathematics teachers were asked to assess the approximate grade level the concepts (presented in fourth grade) should be taught at (grade suitability), their response was influenced by the teachers' sex [$t(164) = -3.27$, $p < 0.001$]; district of employment [$F(8,188) = 6.31$, $p < 0.0001$]; educational preparation [$F(6,184) = 3.74$, $p < 0.002$]; teaching experience (number of years) [$F(3,185) = 3.76$, $p < 0.01$]; teaching experience in Oman (number of years) [$F(3,154) = 9.88$, $p < 0.0001$]; and length of in-service training in the practice of education [$F(4,153) = 3.50$, $p < 0.009$]. The significant group differences within each of these significant analyses are presented below:

a. Female mathematics teachers (mean = 2.88) gave a significantly different response to fourth grade mathematics concepts from male mathematics teachers (mean = 2.02). (Table 112). The mean response scores indicate that female mathematics teachers preferred the concepts to be taught at a lower grade while male mathematics teachers suggested placing the concepts at the preparatory grade level. Neither group found the concepts appropriate for the fourth grade.

b. Mathematics teachers from Batinah (mean = 3.31) gave a significantly different response to fourth grade mathematics concepts from teachers from Wousta (mean = 1.35) and Dakhilyah (mean = 1.10). And, mathematics teachers from Roustaq (mean = 3.03) gave a significantly different response to fourth grade mathematics content from mathematics teachers from Wousta. The mean response scores given by the mathematics teachers from the districts of Batinah and Wousta represented the two extreme scores. Teachers from all other districts had mean response scores between these two extremes, but were not significantly different from any group, except where noted. The suggestions reflected by the range of response scores given here include moving the fourth grade mathematics concepts to a lower grade (reflected in the mean response score given by teachers from the district of Batinah) or keeping the concepts in fourth grade (reflected in the mean resonse scores given by teachers from the district of Dakhilyah) (Table 113).

c. Mathematics teachers who had a college or university degree (not in education) (mean = 3.38) differed significantly from teachers who had three years of post-preparatory school education at the Teacher Training Institute (mean = 1.83) (See Table 114). Teachers who had other levels of educational preparation did not differ from either group. The suggestions given by the significantly different groups were to either move the concepts to a lower grade (given by teachers who had a college or university degree, not in education) or move the concepts to the prepartory school (given by teachers who had three years of post-preparatory school education at the Teacher Training Institute).

d. Mathematics teachers who had four to six years of experience in teaching (mean = 3.25) gave a significanlty different recommendation to fourth grade mathematics concepts from teachers who had ten or more years of teaching experience (mean = 2.18) [Table 114]. The former group found the concepts to be more appropriate in a lower grade level; the latter group suggested the concepts should be moved to the preparatory school level. Mathematics teachers who had more than four years of teaching experience in Oman (means of 2.59, 3.19, and 3.44 for 4-6, 7-10, and 10+ years, respectively) gave a signficantly different recommendation to fourth grade mathematics concepts from mathematics teachers who had less than three years of teaching experience in Oman (mean = 1.68). Mathematics teachers who had more than four years of teaching experience in Oman reported that fourth grade mathematics concepts should be moved to a lower grade. The mean response given by mathematics teachers who had one to three years of teaching experience in Oman is difficulut to interprete since the mean falls between keeping the concepts were they are and moving them to the preparatory school. However, more mathematics teachers who had one to three years of teaching experience in Oman found the concepts suitable to fourth grade than mathematics teachers who had more than four years of teaching experience in Oman (Table 116).

e. Mathematics teachers who had received one to three months of in-service training in the practice of education (mean = 3.23) gave a significantly different recommendation to fourth grade mathematics concepts from mathematics teachers who had received one to two years of in-service training (mean = 1.07). (Table 117). The latter group found the concepts best suited to the fourth grade; while, the former group thought the concepts should be moved to a lower grade.

Mathematics teachers' responses to fourth grade mathematics concepts and their suitability at a particular grade level were not influenced by the teachers' nationality (Table 118), location of in-service training (Table 119), or workshop attendance (Table 120).

Those variables that influenced, or failed to influence, mathematics teachers' satisfaction with fourth grade mathematics concepts also influenced, or failed to influence, mathematics teachers' recommendations on the suitable grade level to teach these mathematics concepts. Further, the group differences identifed from the significant analyses of teachers' sex (Table 112), district of employment (Table 113), and overall teaching experience (Table 115) were identical for mathematics teacher response to concept satisfaction and concept grade level suitability; and similar in the case of educational preparation (Table 114), teaching experience in Oman (Table 116), and amount of in-service training (Table 117). The meaning gathered from each set of items is somwhat different. Typically, those groups most satisfied with the concepts suggested that they be moved to a lower grade; while, those teachers least satisfied with the concepts suggested that the concepts be kept within the fourth grade level or moved to the preparatory school level.

The degree to which mathematics teachers were satisfied with the fifth grade mathematics concepts was influenced by the teachers' sex $[t(164) = -2.75, p < 0.007]$; nationality $[t(153) = 2.02, p < 0.04]$; teaching experience (number of years) $[F(3,183) = 5.02, p < 0.002]$; teaching experience in Oman (number of years) $[F(3,154) = 6.80, p < 0.0001]$; length of in-service training on the practice of education $[F(4,153) = 3.72, p < 0.006]$; and the location of in-service training $[t(86) = 2.51, p < 0.02]$. The significant group difference in each of these signficant analyses are reported below:

a. Female mathematics teachers (mean = 3.38) were significantly more satisfied with fifth grade mathematics concepts than male mathematics teachers (mean = 2.62). Female mathematics teachers reported that the mathematics concepts in the fifth grade fit "somewhat"; while, male mathematics teachers reported that the same concepts fit "somewhat" to "poorly" (Table 112). The results are identical to the results obtained from the analysis of the effect of mathematics teachers' sex on the degree of satisfaction with fourth grade mathematics concepts.

b. Omani mathematics teachers (mean = 3.38) reported greater satisfaction with fifth grade mathematics items than Non-Omani mathematics teachers (mean = 2.72) (Table 118). The mean response given by both groups was close to the response of "fits somewhat."

c. Mathematics teachers who had four to six years teaching experience (mean = 3.82) reported greater satisfaction with fifth grade mathematics concepts than mathematics teachers who had ten or more years of teaching experience (mean = 2.63) [see Table 115]. Mathematics teachers who had seven or more years teaching experience in Oman (means of 3.83 and 3.69 for 7 to 10 years and more than 10 years, respectively) reported greater satisfaction with fifth grade mathematics concepts than teachers who had one to three years of teaching experience in Oman (mean = 2.38) [see Table 116]. Overall, teaching experience and teaching experience in Oman gave opposing results in the analysis of fifth grade curriculum concepts. Mathematics teachers with the greatest teaching experience found the concepts fo fit "somewhat" to "poorly"; while, mathematics teachers with the greatest teaching experience in Oman found these concepts to fit "well." The results are identical to those obtained from the analysis of mathematics teachers' teaching experience overall, as well as teaching experience specific to Oman, on the degree of satisfaction with fourth grade mathematics concepts.

d. No significant group differences between mathematics teachers who had attended different lengths of in-service training were found by the Scheffe probe of this significant ANOVA (Table 117). The mean response given by all groups suggests that mathematics teachers found fifth grade mathematics concepts to fit "somewhat" to "poorly." Those teachers who had received in-service training in Oman (mean = 3.38) found the fifth grade mathematics concepts to fit "somewhat to well"; while, teachers who had received in-service training outside of Oman (mean = 2.72) reported these same concepts fit only "poorly to somewhat" (Table 119).

Mathematics teachers' district of employment (Table 113), educational preparation (Table 114), and workshop attendance (Table 120) did not influence their responses to fifth grade mathematics concept items.

When the mathematics teachers were asked to assess the grade level at which the concepts, now included in fifth grade, should be taught (grade suitability) their response was influenced by the teachers' sex [t(164) = -4.55, p < 0.0001]; district of employment [8,188) = 3.97, p < 0.001];

educational preparation [$F(6,184) = 3.22$, $p < 0.005$]; teaching experience (number of years) [$F(3,185) = 8.30$, $p < 0.0001$]; and teaching experience in Oman (number of years) [$F(3,154) = 7.18$, $p < 0.0001$]. The analysis of the specific group differences in each of these significant analyses are as follows:

a. Female mathematics teachers (mean = 3.00) gave a significantly different response to fifth grade mathematics concepts from male mathematics teachers (mean = 1.89). (Table 112). These differences suggest that female mathematics teachers preferred the concepts to be taught at a lower grade; however, male mathematics teachers suggested the concepts be placed at the preparatory grade level. These results are identical to the results obtained from the analysis of the effect of mathematics teachers' sex on the response given to fourth grade mathematics concept suitability.

b. Mathematics teachers from Batinah (mean = 3.10), Roustaq (mean = 3.02), and Dakhilyah (mean = 2.93) gave a significantly different response to fifth grade mathematics content from teachers from Dhahirah (mean = 1.00). The mean response given by the teachers from the districts of Batinah and Dhahirah represented the two extreme scores. Teachers from all other districts, other than those mentioned above, had mean responses between these two extremes. The suggestions reflected within the range of response scores given here included moving the fifth grade concepts to a lower grade (teachers from Batinah) or keeping the concepts in the fifth grade (teachers from Dhahirah) (Table 113).

c. Mathematics teachers who had a college or university degree (not in education) (mean = 359) differed significantly from teachers who had three years of post-preparatory school education at the Teacher Training Institute (mean = 1.65) in the grade suitability of fifth grade mathematics concepts (See Table 114). Mathematics teachers with other levels of educational preparation did not differ from either group. The suggestions given by the significantly different groups were either to move the concepts to a lower grade (given by teachers who had a college or university degree, not in education), or, in the case of teachers who had three years of post-preparatory school education, to keep the concepts where they are or to move them to preparatory school. Identical results were obtained from the responses to the items for the fourth grade mathematical concepts.

d. Mathematics teachers who had one to three and four to six years experience in teaching (means of 2.87 and 3.42, respectively) gave a significantly different recommmendation for fifth grade mathematics concept grade suitability from mathematics teachers who had more than ten years of teaching experience (mean = 2.01) [Table 115]. The former group found the concepts to be more appropriate in a lower grade level; while, the latter groups suggested the concepts should be moved to the preparatory school level. Mathematics teachers who had more than four years of teaching experience in Oman (means of 2.68, 3.13, and 3.01 for 4-6, 7-10, and 10+, respectively) gave a signficantly different recommendation for fifth grade mathematics concept grade suitabilty from teachers who had less than three years of teaching experience in Oman (mean = 1.81). Teachers who had more than four years of teaching experience in Oman generally reported that fifth grade mathematics concepts should be moved to a lower grade. The mean response given by teachers who had one to three years of teaching experience in Oman is difficult to interprete since the mean response falls between keeping the concepts where they are and moving them to preparatory school. However, more mathematics teachers who had one to three years of teaching experience in Oman found the concepts suitable to fifth grade than mathematics teachers who had more than four years of teaching experience in Oman (Table 116). These results are identical to the results obtained from the analysis of the effect of teaching experience inside and outside of Oman on teacher recommendation of fourth grade concept suitability.

The mathematics teachers' nationality (Table 118), amount and location of in-service training (Tables 117 and 119, respectively), and workshop attendance (Table 120) did not influence their responses on items regarding the fifth grade mathematics concept satisfaction or mathematics concept grade suitablity.

Mathematics teachers' responses to items which assess the teachers' satisfaction with fifth grade mathematics concepts, as well as their recommendation of the appropriate grade level the concepts presently taught in fifth grade should be taught, was affected similarily by the teachers' sex (Table 112), overall teaching experience (Table 115), teaching experience in Oman (Table 116), location of in-service training (Table 119), and workshop attendance (Table 120). Teacher responses were significantly influenced by their sex, overall teaching experience, and teaching experience in Oman; so that, the same groups were found to differ within each analysis. However, the interpretation is not a direct one. So, for example, female mathematics teachers were more satisfied with the fifth grade mathematics concepts than male mathematics teachers. However, female mathematics teachers recommended, on the average, that the concepts be taught at a lower grade. Male mathematics teachers who found the fifth grade mathematics concepts only "somewhat" satisfactory, but significantly less satisfactory than female mathematics teachers, reported that these fifth grade mathematics concepts should stay in the fifth grade curriculum. The relationship found when teachers were differentiated by teaching experience and teaching experience in Oman (Tables 115 and 116, respectively) were similar in that those teachers who found the fifth grade concepts most satisfactory, in this case "somewhat" to "very" satisfactory, suggested the concepts might be better suited at a lower grade. Mathematics teachers who found the concepts to fit "somewhat" to "poorly" suggested these same concepts be moved to the preparatory level, on the average.

In contrast to the mathematics teachers' degree of satisfaction with the fifth grade mathematics concepts, their recommendation of the grade suitability of these concepts was influenced by the teachers' district of employment and educational preparation, but not influenced by nationality and amount of in-service education as their degree of satisfaction with these concepts had been.

The degree of satisfaction with sixth grade mathematics concepts reported by mathematics teachers was influenced by the teachers' sex [$t(164) = -1.96$, $p = 0.05$]; educational preparation [$F(6,184) = 2.61$, $p = 0.02$]; number of years of teaching experience in Oman [$F(3,154) = 2.71$, $p = 0.05$], and amount of in-service training in the practice of education [$F(4,153) = 2.45$, $p = 0.05$].

Female mathematics teachers (mean = 3.36) reported greater satisfaction with sixth grade mathematics concepts than male mathematics teachers (mean = 2.82) (see Table 112). The mean response given by both male and female mathematics teachers suggested that both find the concepts to fit "somewhat" with female mathematics teachers indicating slightly greater satisfaction. The Scheffe pairwise comparison test of the group means in the remaining significant analyses found no two groups to differ significantly within any of these variables. (See Table 114 for educational preparation, Table 116 for teaching experience in Oman, and Table 117 for amount of in-service training.)

The recommendation given by mathematics teachers to sixth grade mathematics concept grade suitability was influenced by the teachers' sex [$t(164) = -2.97$, $p < 0.003$], educational preparation [F(6,184) = 3.71, p = 0.002], and teaching experience in Oman [F(3,154) = 4.70, p = 0.004]. The resulting significant group differences identified from these significant analyses are as follows:

a. Both female and male mathematics teachers recommended that the sixth grade mathematics concepts be taught in a different grade. Female mathematics teachers' mean for their recommendation (mean = 2.73) differed significantly from the male mathematics teachers' mean for their recommendation (mean = 2.11). The mean response given by the female mathematics teachers leans towards moving the sixth grade mathematics concepts to a lower grade; while, the mean response given by male mathematics teachers suggests moving the concepts to the preparatory school level (Table 112). The results are similar to the results obtained in the analysis of the effect of teachers' sex on their response to fourth and fifth grade concept suitability.

b. Mathematics teachers who had a college or university degree, not in education, (mean = 3.10) gave a significantly different recommendation for sixth grade concepts from mathematics teachers who had three years of post-preparatory school education at the

Teachers Training Institute (mean = 1.23). Mathematics teachers who had three years of post-preparatory school at the Teachers Training Institute gave a mean response score that suggests that sixth grade mathematics concepts be taught in sixth grade; however, mathematics teachers who had a college education favored moving the concepts to a lower grade level. Mathematics teachers who had other levels of educational preparation did not differ from any group (Table 114). These results are similar to the results obtained from the analysis of the effect of teacher educational preparation on their recommendation for fourth and fifth grade suitability. In the present analysis teachers with the higher education more strongly recommended keeping the concepts in sixth grade.

c. Mathematics teachers who had more than ten years of teaching experience in Oman (mean = 1.96) gave a significantly different recommendation to sixth grade mathematics concepts from mathematics teachers who had less than three years of teaching experience in Oman (mean = 2.58). Mathematics teachers who had more than ten years of teaching experience in Oman suggested moving the sixth grade concepts to a lower grade; however, mathematics teachers who had three or less years of teaching experience in Oman had a mean response score which could be interpreted as recommending the concepts be moved to preparatory school (Table 116). Again, similar results were obtained form the analysis of the effect of teaching experience in Oman on teacher recommendation for fourth and fifth grade concept suitabiltiy.

No effect of mathematics teachers' nationality (Table 113), district of employment (Table 102), amount and location of in-service training (Tables 117 and 119, respectively), workshop attendance (Table 120), or overall teaching experience (Table 115) was found on mathematics teachers' recommendation about the grade level suitability of the sixth grade mathematics concepts.

In keeping with the previous results, teachers' responses to sixth grade mathematics items, either their satisfaction or recommendation, were influenced by similar variables. However, the group differences identified within each significant analysis differed, in that the Scheffe test failed to find group differenceds in several variables assessed for teacher satisfaction.

Additional analyses were performed on the degree of satisfaction given by mathematics teachers to all mathematics concept items (grades 4, 5, and 6 combined) and on the recommendation given across all mathematics concept grade level suitability items (grades 4, 5, and 6 combined). When the teachers' degree of satisfaction towards mathematics concept items from grades 4, 5, and 6 were combined, the mathematics teachers' responses could be differentiated only by their workshop attendance [F(4,177) = 2.90, $p < 0.02$]. The Sheffe probe of this significant effect found mathematics teachers who had attended two workshops (mean = 4.12) agreed more with mathematics concept items than mathematics teachers who had three workshops (mean = 3.22). Workshop attendance was the only demographic variable to significantly differentiate the degree of satisfaction the mathematics teachers expressed towards mathematics concepts across the combined grades (Table 120).

When the recommendations on the suitable grade level for the mathematics concepts in fourth, fifth, and sixth grades were combined, significant differences were obtained when teachers were differentiated by the following demographic variables:

a. District of employment [F(8,188) = 2.93, $p < 0.004$]. A Sheffe pairwise comparison test of the group means found no two districts to differ significantly (Table 113).

b. Mathematics teacher sex [t(164) = -3.77, $p < 0.0001$]. Female mathematics teachers (mean = 3.26) gave a significantly different recommendation to mathematics concepts in fourth, fifth, and sixth grades from male mathematics teachers (mean = 2.67) [Table 112].

c. Teaching experience in Oman [$F(3,154) = 5.04$, $p < 0.002$]. Mathematics teachers who had more than ten years of teaching experience in Oman (mean = 3.44) gave significantly different response to mathematics concept grade suitability in fourth, fifth, and sixth grade from mathematics teachers who had one to three years of teaching experience in Oman (mean = 2.58) (Table 116).

Finally, the effects of each demographic variable on the mean response given by mathematics teachers to general mathematics items; grades 4, 5, and 6 mathematics concept satisfaction items; and grade 4, 5, and 6 mathematics concept grade suitability items were analyzed. Mathematics teachers' responses to all mathematics items were significantly influenced by the teachers' sex [$t(164) = -2.46$, $p < 0.015$]; educational preparations [$F(6,184) = 2.95$, $p < 0.009$]; and teaching experience in Oman [$F(3,154) = 5.14$, $p < 0.002$]. Given below are the group differences identified from these significant analyses. A Scheffe

pairwise comparison test of the mean given by the different groups in each significant analysis
different groups in each significant analysis was used when appropriate.

a. Female mathematics teachers (mean 3.66) reported greater satisfaction with all mathematics items than male mathematics teachers (mean = 3.47). (Table 112)

b. The Scheffe pairwise comparison test of the group means in the educational preparation variable found no two means to differ significantly (Table 114).

c. Mathematics teachers who had more than ten years of teaching experience in Oman (mean = 3.87) reported greater satisfaction with the mathematics curriculum and its implementation than mathematics teachers who had one to three years of teaching experience in Oman (mean = 3.26) (see Table 115).

Supervisors

The response of supervisors, with teaching experience in mathematics, to general mathematics items, fourth, fifth, and sixth grade mathematics concepts, and fifth and sixth grade mathematics content suitabiltiy were not influenced by the demographic variables (Tables 121 - 130). Supervisor

Table 121: The effect of number of years at present position on curriculum content in Mathematics in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,18)}$	p
n :	1	8	9	4		
All Math Content:	3.46	3.56	3.58	3.42	< 1	
General:	4.26	3.81	3.81	3.44	< 1	
Math Concepts						
4th grade:	3.00	3.72	3.38	3.65	< 1	
5th grade:	3.75	3.90	3.89	3.85	< 1	
6th grade:	4.73	4.16	4.11	4.39	< 1	
4th-6th grade	3.80	3.91	3.94	3.95	< 1	
Concept Suitability						
4th grade:	4.00	3.26	1.49	3.13	4.32	0.02*
5th grade:	2.18	2.33	1.63	3.11	1.38	0.28
6th grade:	1.79	2.22	2.31	2.02	< 1	
4th-6th grade:	2.66	2.89	2.40	3.09	< 1	

* A Scheffe pairwise comparison of the group means found supervisors with 4 to 6 years experience in Oman to differ significanlty from suervisors with 7 to 10 years of experience in Oman [p < 0.05].

Table 122: The effect of number of years at present position in Oman on curriculum content in Mathematics in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(2,21)}$	p
n :	15	8	1	0		
All Math Content:	3.51	3.54	3.85	----	< 1	
General:	3.65	3.83	3.91	----	< 1	
Math Concepts						
4th grade:	3.40	3.90	3.82	----	< 1	
5th grade:	3.67	4.13	3.91	----	1.42	0.26
6th grade:	4.02	4.41	3.82	----	1.44	0.26
4th-6th grade:	3.78	4.13	3.85	----	1.23	0.31
Concept Suitability						
4th grade:	2.94	2.42	0.00	----	2.31	0.12
5th grade:	2.48	1.64	0.00	----	2.89	0.08
6th grade:	2.35	2.23	3.33	----	< 1	
4th-6th grade:	3.05	2.27	3.33	----	2.21	0.14

Table 123: The effect of workshop attendance on curriculum rontent in Mathematics in grades 4 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(3,21)}$	p
n :	7	2	9	7	0		
All Math Content:	3.69	3.53	3.46	3.40	----	< 1	
General:	4.04	3.37	3.71	3.57	----	1.23	0.32
Math Concepts							
4th grade:	3.73	2.19	3.45	3.79	----	1.84	0.17
5th grade:	3.89	3.42	3.72	3.76	----	< 1	
6th grade:	4.22	3.55	4.27	3.95	----	1.46	0.25
4th-6th grade:	3.94	3.76	3.80	3.83	----	< 1	
Concept Suitability							
4th grade:	3.15	2.50	2.47	2.02	----	< 1	
5th grade:	2.29	1.09	2.17	1.81	----	< 1	
6th grade:	2.30	3.75	1.97	2.11	----	1.22	0.33
4th-6th grade:	2.91	3.68	2.59	2.28	----	1.05	0.39

Table 124: The effect of sex on curriculum content in Mathematics in grades 4 - 6: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(23)}$	p
n :	22	3		
All Math Content:	3.51	3.87	-1.53	0.14
General:	3.70	3.78	-0.24	0.81
Math Concepts				
4th grade:	3.47	4.22	-1.29	0.21
5th grade:	3.75	4.28	-1.37	0.18
6th grade:	4.12	4.48	-1.09	0.29
4th-6th grade:	3.83	4.32	-1.57	0.13
Suitability				
4th grade:	2.67	0.87	1.94	0.06
5th grade:	2.11	0.67	1.75	0.09
6th grade:	2.21	2.89	-0.87	0.39
4th-6th grade:	2.70	2.97	-0.40	0.70

Table 125: The effect of nationality on curriculum content in Mathematics in grades 4 - 6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure n :	mean 1	mean 24	$t_{(23)}$	p
All Math Content:	3.85	3.54	0.77	0.45
General:	3.91	3.70	0.39	0.70
Math Concepts				
4th grade:	3.82	3.55	0.27	0.79
5th grade:	3.91	3.81	0.15	0.88
6th grade:	3.82	4.18	-0.65	0.52
4th-6th grade	3.85	3.89	-0.08	0.93
Suitability				
4th grade:	0.00	2.56	-1.63	0.12
5th grade:	0.00	2.02	-1.45	0.16
6th grade	3.33	2.25	0.84	0.41
4th-6th grade:	3.33	2.71	0.57	0.58

Table 126: The effect of in-service training on curriculum content in Mathematics in grades 4 - 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure n :	mean 13	mean 13	mean 8	mean 3	mean 2	$F_{(3,22)}$	p
All Math Content:	----	3.48	3.52	3.59	4.05	1.38	0.27
General:	----	3.84	3.48	3.70	4.16	1.17	0.35
Math Concepts							
4th grade:	----	3.35	3.85	3.56	3.87	< 1	
5th grade:	----	3.92	3.53	3.78	4.08	< 1	
6th grade:	----	4.36	3.78	4.15	4.18	2.09	0.13
4th-6th grade:	----	3.97	3.72	3.82	4.04	< 1	
Concept Suitability							
4th grade:	----	2.58	2.42	2.36	1.75	< 1	
5th grade:	----	2.26	1.80	2.21	0.00	1.80	0.18
6th grade:	----	1.95	2.59	1.98	3.67	1.49	0.25
4th-6th grade:	----	2.41	2.75	3.30	3.57	1.13	0.36

Table 127: The effect of location of in-service training on curriculum content in Mathematics in grades 4 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(24)}$	p
n :	1	25		
All Math Content:	3.85	3.54	0.79	0.44
General:	3.91	3.73	0.32	0.75
Math Concepts				
4th grade:	3.82	3.56	0.27	0.79
5th grade:	3.91	3.79	0.18	0.86
6th grade:	3.82	4.16	-0.60	0.55
4th-6th grade:	3.85	3.88	-0.06	0.95
Suitability				
4th grade:	0.00	2.54	-1.65	0.11
5th grade:	0.00	2.02	-1.48	0.15
6th grade:	3.33	2.24	0.87	0.39
4th-6th grade:	3.33	2.68	0.60	0.55

Table 128: The effect of number of years of teaching experience on curriculum content in Mathematics in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(2,15)}$	p
n :	0	1	2	15		
All Math Content:	----	4.25	3.59	3.57	1.50	0.26
General:	----	4.41	3.78	3.81	< 1	
Math Concepts						
4th grade:	----	3.92	3.29	3.77	< 1	
5th grade:	----	4.25	3.46	3.98	< 1	
6th grade:	----	4.55	3.77	4.29	1.56	0.24
4th-6th grade:	----	4.22	3.50	4.00	1.16	0.34
Concept Suitability						
4th grade:	----	3.50	2.00	2.63	< 1	
5th grade:	----	0.00	1.80	2.28	1.50	0.25
6th grade:	----	4.00	2.67	2.04	1.57	0.24
4th-6th grade:	----	3.80	3.28	2.63	1.15	0.34

Table 129: The effect of school district on curriculum content in Mathematics in grades 4 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,14)}$	p
n :	4	2	2	3	2	2	2	5	1		
All Math Content:	3.72	3.52	3.50	3.87	3.73	3.50	3.34	3.36	3.90	< 1	
General:	3.67	3.72	3.65	4.22	3.90	3.74	3.94	3.82	4.04	< 1	
Math Concepts											
4th grade:	3.53	3.79	3.12	3.81	3.54	4.35	1.96	4.00	4.00	1.21	0.36
5th grade:	3.96	4.17	3.29	3.97	3.58	4.58	3.95	3.97	3.67	< 1	
6th grade:	4.50	4.45	3.86	4.06	4.09	4.59	4.27	4.22	4.00	< 1	
4th-6th grade:	3.98	4.13	3.41	3.95	3.72	4.50	4.08	4.06	3.89	< 1	
Concept Suitability											
4th grade:	2.00	2.71	4.00	2.00	3.56	2.46	1.23	2.50	0.00	1.10	0.42
5th grade:	1.55	2.91	3.80	1.33	1.68	2.10	2.09	2.21	0.00	1.29	0.33
6th grade:	2.11	2.89	2.50	0.67	3.18	2.57	2.14	2.46	3.00	1.46	0.26
4th-6th grade:	3.33	2.84	3.49	1.67	3.44	2.40	2.22	2.40	3.00	2.18	0.10

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 130: The effect of academic preparation on curriculum content in Mathematics in grades 4 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(4,20)}$	p
n :	8	1	14	1	1	0	0	0	0		
All Math Content:	3.51	3.18	3.48	4.31	4.40	----	----	----	----	3.49	0.03*
General:	3.56	2.68	3.80	4.59	3.81	----	----	----	----	2.29	0.10
Math Concepts											
4th grade:	3.24	2.62	3.72	3.67	3.69	----	----	----	----	< 1	
5th grade:	3.55	3.33	3.87	4.58	4.83	----	----	----	----	1.75	0.18
6th grade:	3.85	4.46	4.23	4.64	5.00	----	----	----	----	1.80	0.17
4th-6th	3.72	3.42	3.93	4.29	4.83	----	----	----	----	1.56	0.22
Concept Suitability											
4th grade:	1.84	4.00	2.77	4.00	0.00	----	----	----	----	1.67	0.20
5th grade:	1.35	4.00	2.25	2.00	0.00	----	----	----	----	1.76	0.18
6th grade:	2.19	0.00	2.61	0.00	3.33	----	----	----	----	2.70	0.06
4th-6th grade:	2.33	4.00	2.81	3.00	3.33	----	----	----	----	< 1	

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly [$p < 0.05$].

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

recommendation on the grade suitability of the concepts presently taught in fourth grade was influenced by the number of years the individual had been a supervisor [$F(3,18) = 4.32$, $p < 0.02$]. A Scheffe probe of this significant analysis found supervisors who had four to six years of experience as a supervisor (mean = 3.26) recommended that fourth grade mathematics items should be moved to a lower grade; however, supervisors who had seven to ten years of experience as a supervisor (mean = 1.49) recommended either to keep the concepts in fourth grade or to move the concepts to the preparatory school level (Table 121). All but a few, of the supervisors were counted in these two levels of the supervisory experience variable (See Tables 121-130).

All demographic variables, except years of supervisory experience in Oman (Table 122) and workshop attendance (Table 123), revealed a homogeneous distribution of supervisors across the levels. So, for example, most supervisors with teaching experience in mathematics were male Non-Omanis who had less than one month of in-service training outside of Oman, and ten or more years of teaching experience (Table 124 - 128). In addition, one variable, district of employment (Table 129), had many levels with less than five subjects. As a result, the analysis of the effect of the demographic variables on the responses of supervisors with teaching experience in mathematics was not possible. The number of workshops the supervisor had attended (Table 123), as well as the number of years the supervisor had been at a supervisory post in Oman (Table 122), did not differentiate supervisor response to mathematics items.

SCIENCE

Specialized Teachers

The science teachers' responses to the general science curriculum and its implementation were not influenced by any of the demographic variables (see Tables 131-139). Science teachers' degree of satisfaction with the specific concepts taught in fourth, fifth and sixth grade was, on the other hand, influenced by several demographic variables.

The degree of satisfaction given to fourth grade science concept items by science teachers was signficantly influenced by the teachers' district of employment (F(8,224) = 2.37, $p < 0.02$] and educational preparation [F(6,216) = 4.01, $p < 0.0008$]. However, a Scheffe probe of each significant analysis found no two groups to differ significantly in either analysis (Tables 131 and 132, respectively).

The degree of satisfaction given to fifth and sixth grade science concept items by science teachers was signficantly influenced, in each case, by the teachers' educational preparation [F(6,216) = 2.15, $p < 0.05$; F(6,216) = 4.34, $p < 0.004$, for fifth and sixth grade, respectively]. However, the Scheffe pairwise comparison test of the group

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Table 131: The effect of school district on curriculum content in Science in grades 4 - 6: Teachers

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,224)}$	p
n :	22	47	22	29	19	17	36	31	10		
All Science Content:	3.46	3.45	3.34	3.53	3.36	3.39	3.75	3.79	3.73	2.06	0.04*
General:	3.50	3.40	3.32	3.62	3.42	3.38	3.57	3.70	3.73	1.06	0.39
Science Concepts											
4th grade:	1.62	1.82	3.04	2.74	1.86	1.97	2.03	2.82	1.43	2.37	0.02*
5th grade:	2.40	2.51	2.26	2.08	2.22	2.59	3.44	3.05	3.20	1.83	0.07
6th grade:	3.25	3.01	2.38	1.45	2.31	3.51	3.12	3.39	3.57	4.01	0.001**
General Science:	3.17	3.08	2.93	3.00	3.14	3.10	3.42	3.61	3.61	1.84	0.07

* A Scheffe pairwise comparison found not two groups to be significantly different [$p < 0.05$].

** A Scheffe pairwise comparison of the group means found teachers from Jan to differ significantly from the teachers from Dak [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 132: The effect of academic preparation on curriculum content in Science in grades 4 - 6: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(6,216)}$	p
n :	90	18	52	14	27	16	6	0	0		
All Science Content:	3.53	3.46	3.68	3.49	3.46	3.32	3.66	----	----	< 1	
General:	3.50	3.47	3.66	3.44	3.49	3.32	3.57	----	----	< 1	
Science Concepts											
4th grade:	1.66	1.72	2.73	2.83	2.34	2.74	3.92	----	----	4.01	0.0008*
5th grade:	2.96	2.74	2.43	2.91	1.75	2.81	3.81	----	----	2.15	0.05*
6th grade:	3.38	3.57	2.67	1.85	2.09	2.09	3.47	----	----	4.34	0.0004*
General Science:	3.23	3.24	3.28	3.30	3.06	2.88	3.43	----	----	< 1	

* A Scheffe pairwise comparison of the group means found no two groups significantly different at $p < 0.05$.

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

means found no two groups to differ signficantly in either analysis (Table 132).

An analysis of the science teachers' responses to all science items combined was not influenced by the teachers' sex (Table 133), nationality (Table 135), educational preparation (Table 132), teaching experience (Tables 135 and 136), amount and location of in-service training (Tables 137 and 138), or workshop attendance (Table 139). The science teachers' district of employment significantly influenced the degree of satisfaction among science teachers towards all science items [F(8,224) = 2.06, $p < 0.04$]; but the Scheffe pairwise comparison test of the group means failed to attribute this significant difference to any two groups (Table 131).

Supervisors

The response of supervisors with teaching experience in science was not influenced by the demographic variables (Tables 140 through 149). No interpretation is possible because the supervisor group tended to be homogeneous within each variable, except for district of employment within which the subject numbers per level were frequently less than five.

SOCIAL STUDIES

Specialized Teachers

The response given by social studies teachers to the social studies curriculum was influenced by the teachers'

Table 133: The effect of sex on curriculum content in Science in grades 4 - 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(219)}$	p
n :	146	75		
All Science Content:	3.53	3.56	-0.37	0.71
General:	3.51	3.49	0.25	0.80
Content				
4th grade:	2.18	2.13	0.21	0.83
5th grade:	2.65	2.55	0.36	0.72
6th grade:	2.92	2.75	0.65	0.51
General Science:	3.25	3.19	0.43	0.67

Table 134: The effect of nationality on curriculum content in Science in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(217)}$	p
n :	50	169		
All Science Content:	3.53	3.54	-0.09	0.93
General:	3.46	3.51	-0.45	0.65
Science Concepts				
4th grade:	2.42	2.10	1.08	0.28
5th grade:	2.66	2.59	0.24	0.81
6th grade:	2.46	2.97	-1.73	0.08
General Science:	3.20	3.24	-0.28	0.7[illegible]

Table 135: The effect of number of years of teaching experience on curriiculum content in Science in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,227)}$	p
n :	34	12	64	121		
All Science Content:	3.56	3.25	3.57	3.54	< 1	
General:	3.48	3.26	3.51	3.54	< 1	
Science Concepts						
4th grade:	2.46	2.44	1.88	2.26	< 1	
5th grade:	2.84	2.39	2.94	2.48	1.07	0.37
6th grade	2.56	1.94	3.25	2.78	2.43	0.07
General Science:	3.35	2.44	3.27	3.22	3.23	0.02**

** A Scheffe pairwise comparison of the group means found teachers with 4-6 years teaching experience had significantly different response score than all other groups [$p < 0.05$].

Table 136: The effect of number of years at present position in Oman on curriculum content in Science in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,224)}$	p
n :	172	34	14	8		
All Science Content:	3.53	3.44	3.71	3.53	< 1	
General:	3.49	3.50	3.63	3.35	< 1	
Science concepts						
4th grade:	2.19	2.34	1.64	2.33	< 1	
5th grade:	2.70	2.40	1.94	3.29	1.26	0.29
6th grade:	2.94	2.24	2.48	3.56	2.03	0.11
General Science:	3.22	2.93	3.55	3.37	1.71	0.17

Table 137: The effect of in-service training on curriculum content in Science in grades 4 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,166)}$	p
n :	89	57	7	3	15		
All Science Content:	3.46	3.65	3.78	3.81	3.52	1.17	0.33
General:	3.44	3.53	3.83	3.55	3.49	< 1	
Science Concepts							
4th grade:	1.81	2.63	2.28	1.28	1.92	2.05	0.09
5th grade:	2.42	2.98	3.41	4.50	2.81	1.89	0.11
6th grade:	2.70	3.19	3.31	1.50	3.11	1.28	0.28
General Science:	3.20	3.38	2.93	3.84	3.03	1.20	0.31

Table 138: The effect of location of in-service training on curriculum content in Science in grades 4 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(90)}$	p
n :	20	72		
All Science Content:	3.54	3.63	-0.60	0.55
General:	3.51	3.55	-0.25	0.80
Science Concepts				
4th grade:	2.42	2.36	0.11	0.91
5th grade:	3.66	2.89	-0.49	0.63
6th grade:	2.54	3.14	-1.34	0.18
General Science:	3.18	3.25	-0.33	0.74

Table 139: The effect of workshop attendance on curriculum content in Science in grades 4 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,199)}$	p
n :	88	52	37	15	12		
All Science Content:	3.53	3.47	3.59	3.45	3.83	< 1	-
General:	3.45	3.41	3.56	3.39	3.99	2.02	0.09
Science Concepts							
4th grade:	2.23	2.52	2.05	1.79	2.08	< 1	
5th grade:	2.94	2.57	2.15	3.04	2.61	1.43	0.23
6th grade:	2.78	2.95	2.85	2.87	3.54	< 1	
General Science:	3.18	3.04	3.44	3.16	3.56	1.48	0.21

Table 140: The effect of school district on curriculum content in Science in grades 4 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(7,11)}$	p
n :	3	1	1	3	3	2	1	5	0		
All Science Content:	3.60	4.04	3.00	3.57	3.87	3.66	3.10	4.22	----	1.90	0.17
General:	3.51	3.71	3.52	3.55	3.99	3.30	3.67	4.11	----	1.75	0.20
Science Concepts											
4th grade:	4.22	4.17	2.67	3.72	3.61	3.92	1.33	4.27	----	3.33	0.04*
5th grade:	3.72	4.17	2.83	3.94	3.94	4.17	3.00	4.63	----	1.85	0.17
6th grade:	3.73	4.50	2.60	3.83	3.87	3.95	4.00	4.30	----	1.35	0.32
General Science:	3.19	4.11	2.56	3.00	3.74	3.61	2.00	4.04	----	2.28	0.11

* A Scheffe pairwise comparison found no two groups to be significantly different [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 141: The effect of sex on curriculum content in Science in grades 4 - 6: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(20)}$	p
n :	17	5		
All Science Content:	3.84	3.55	1.20	0.24
General:	3.83	3.43	1.95	0.07
Content				
4th grade:	3.89	3.83	0.13	0.90
5th grade:	3.99	4.06	-0.21	0.84
6th grade:	4.02	3.80	0.69	0.50
General Science:	3.58	3.07	1.36	0.19

Table 142: The effect of nationality on curriculum content in Science in grades 4 - 6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(20)}$	p
n :	1	21		
All Science Content:	3.67	3.81	-0.27	0.79
General:	3.81	3.75	0.14	0.89
Science Concepts				
4th grade:	3.67	3.94	-0.29	0.77
5th grade:	3.50	4.07	-0.85	0.40
6th grade:	3.60	4.02	-0.68	0.50
Science 4-6:	3.56	3.50	0.07	0.94

Table 143: The effect of academic preparation on curriulum content in Science in grades 4 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(5,13)}$	p
n :	5	0	6	1	5	1	1	0	0		
All Science Content:	3.93	----	3.86	4.04	4.68	4.08	3.98	----	----	< 1	
General:	3.86	----	3.86	3.71	3.77	3.90	3.86	----	----	< 1	
Science Concepts											
4th grade:	4.47	----	3.83	4.17	3.40	4.33	4.00	----	----	< 1	
5th grade:	4.13	----	4.11	4.17	3.93	4.33	4.17	----	----	< 1	
6th grade:	4.12	----	4.07	4.50	3.86	4.20	4.00	----	----	< 1	
General Science:	3.62	----	3.48	4.11	3.29	4.00	4.11	----	----	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 144: The effect of in-service training on curriculum content in Science in grades 4 - 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(3,14)}$	p
n :	1	8	5	4	0		
All Science Content:	4.15	3.83	3.67	3.98	----	< 1	
General:	3.91	3.83	3.70	3.94	----	< 1	
Science Concepts							
4th grade:	4.83	3.65	3.80	4.29	----	< 1	
5th grade:	4.83	4.06	3.99	3.83	----	< 1	
6th grade:	4.30	4.09	3.74	4.18	----	< 1	
General Science:	3.67	3.47	3.24	3.86	----	< 1	

Table 145: The effect of location of in-service training on curriculum content in Science in grades 4 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(11)}$	p
n :	2	11		
All Science Content:	3.86	3.81	0.11	0.91
General:	3.76	3.82	-0.18	0.86
Science Concepts				
4th grade:	3.92	3.89	0.05	0.96
5th grade:	3.83	4.03	-0.37	0.72
6th grade:	4.05	3.96	0.15	0.88
Science 4-6:	3.83	3.46	0.69	0.50

Table 146: The effect of workshop attendance on curriculoum content in Science in grades 4 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,12)}$	p
n :	4	2	3	4	4		
All Science Content:	3.97	4.21	3.64	3.58	3.82	< 1	
General:	3.97	4.10	3.68	3.73	3.76	< 1	
Science Concepts							
4th grade:	3.83	4.50	3.89	3.38	3.92	< 1	
5th grade:	4.17	4.08	4.00	3.46	4.28	< 1	
6th grade:	4.20	4.50	3.60	3.88	3.88	< 1	
Science 4-6:	3.72	4.28	3.19	3.14	3.47	< 1	

Table 147: The effect of number of years of teaching experience on curriculum content in Science in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,13)}$	p
n :	1	2	2	12		
All Science Content:	4.08	3.91	3.70	3.84	< 1	
General:	3.90	3.86	3.74	3.86	< 1	
Science Concepts						
4th grade:	4.33	4.25	3.83	3.74	< 1	
5th grade:	4.33	4.17	3.58	4.10	< 1	
6th grade	4.20	3.95	3.70	4.02	< 1	
Science 4-6:	4.00	3.61	3.61	3.47	< 1	

Table 148: The effect of number of years at present position on curriculum content in Science in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,14)}$	p
n :	4	7	5	2		
All Science Content:	3.93	4.01	3.63	3.33	1.51	0.25
General:	3.97	3.93	3.68	3.32	2.43	0.11
Science Concepts						
4th grade:	3.79	4.12	3.53	3.92	< 1	
5th grade:	4.04	4.26	4.00	3.17	1.46	0.27
6th grade:	3.95	4.16	3.88	3.45	< 1	
Science 4-6:	3.81	3.78	3.07	2.94	1.44	0.27

Table 149: The effect of number of years at present position in Oman on currriculum content in Science in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(2,16)}$	p
n :	11	4	4	0		
All Science Content:	3.79	3.71	3.72	----	< 1	
General:	3.76	3.70	3.82	----	< 1	
Science Concepts						
4th grade:	3.94	3.58	4.21	----	< 1	
5th grade:	3.97	4.17	4.08	----	< 1	
6th grade:	3.95	4.00	3.98	----	< 1	
Science 4-6:	3.46	3.14	3.72	----	< 1	

Table 150: The effect of school district on curriculum content in Social Studies in grades 4 - 6: Teachers

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,189)}$	p
n :	30	42	35	16	5	14	27	23	6		
Social Studies:	3.98	4.02	3.89	3.91	3.96	3.56	3.63	3.72	4.25	2.51	0.01*

* A Scheffe pairwise comparison found no two groups to be significantly different [p < 0.05].

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

district of employment [$F(8,189) = 2.51$, p , 0.01] and teaching experience in Oman (number of years) [$F(3,148) = 3.61$, $p < 0.02$]. A Scheffe pairwise comparison test of the group means found:

a. No two districts differed significantly at $p < 0.05$ (Table 150).

b. Social studies teachers who had more than ten years of teaching experience in Oman (mean = 4.09) found the social studies curriculum more satisfactory and better implemented than social studies teachers who had less than three years of teaching experience in Oman (mean = 3.68). Specifically, teachers who had ten or more years of experience in Oman found the social studies curriculum frequently satisfactory; however, the social studies teachers who had three years or less of teaching experience in Oman reported occasional to frequent satisfaction (Table 151).

Social studies teachers' responses to social studies curriculum items were not influenced by the teachers' sex (Table 152), nationality (Table 153), educational preparation (Table 154), amount and location of in-service training (Tables 155 and 156), workshop attendance (Table 157), or overall teaching experience (Table 158).

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Table 151: The effect of number of years at present position in Oman on curriculum content in Social Studies in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,148)}$	p
n :	75	40	15	22		
Social Studies:	3.68	3.90	3.67	4.09	3.61	0.015**

** A Scheffe pairwise comparison of the group means found teachers with more than 10 years experience to be significantly different from teachers with 1-3 years teaching experience in Oman [$p < 0.05$].

Table 152: The effect of sex on curriculum content in Social Studies in grades 4 - 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(167)}$	p
n :	101	68		
Social Studies:	3.77	3.88	-1.21	0.23

Table 153: The effect of nationality on curriculum content in Social Studies in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(157)}$	p
n :	42	117		
Social Studies:	3.86	3.78	0.80	0.43

Table 154: The effect of academic preparation on curriculum content in Social Studies in grades 4 - 6: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,181)}$	p
n :	48	48	38	7	25	11	8	2	3		
Social Studies:	3.83	3.95	3.97	3.40	3.84	3.61	3.62	4.08	4.10	1.59	0.13

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 155: The effect of in-service training on curriculum content in Social Studies in grades 4 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,145)}$	p
n :	76	53	10	3	8		
Social Studies:	3.90	3.86	3.83	3.63	3.55	< 1	

Table 156: The effect of location of in-service training on curriculum content in Social Studies in grades 4 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(118)}$	p
n :	53	67		
Social Studies:	4.05	3.89	1.93	0.056

Supervisors

The responses given by supervisors, with teaching experience in social studies, to the social studies curriculum items were influenced by the supervisors' teaching experience [$F(3,11) = 6.37$, $p < 0.009$]; workshop attendance [$F(4,15) = 3.12$, $p < 0.05$]; and location of in-service training [$t(14) = -2.72$, $p = 0.02$]. A Scheffe probe of each significant analysis provided the following group differences. These significant results should be viewed cautiously since they may, in some cases, be compromised by (a) the homogeneous nature of the social studies supervisors' group and (b) the small number of supervisors who had previous teaching experience in social studies.

a. Social studies supervisors who had one to three years (mean = 4.32) or more than ten years of teaching experience (mean = 3.86) reported greater satisifaction with the social studies curriculum and its implementation than supervisors who had seven to ten years of teaching experience (mean = 2.75). However, only one supervisor fell into the seven to years of teaching experience category. The majority of supervisors had either four to six years or more than ten years of teaching experiece. Consequently, these results are not reliable (Table 159).

Table 157: The effect of workshop attendance on curriculum content in Social Studies in grades 4 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,167)}$	p
n :	68	60	22	12	10		
Social Studies:	3.97	3.79	3.73	3.67	3.88	1.47	0.21

Table 158: The effect of number of years of teaching experience on curriculum content in Social Studies in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,172)}$	p
n :	17	26	44	89		
Social Studies:	3.77	3.63	3.95	3.87	1.82	0.14

Table 159: The effect of number of years of teaching experience on curriculum content in Social Studies in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,11)}$	p
n :	1	5	1	8		
Social Studies:	4.32	3.47	2.75	3.86	6.37	0.009[†]

[†] A Scheffe pairwise comparison of the group means found supervisors with 10 + or 1-3 years of teaching experience to differ significantly from supervisors with 7-10 years of teaching experience [$p < 0.05$].

Table 160: The effect of workshop attendance on curriulum content in Social Studies in grades 4 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,15)}$	p
n :	4	1	3	7	5		
Social Studies:	3.56	3.54	3.50	4.12	3.44	3.12	0.05[*]

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

b. No significant group differences in workshop attendance were found. This is, basically, a comparison of social studies supervisors who had attened three or four workshops because all but a few fell in one of these two groups (Table 160).

c. Social studies supervisors who had their in-service training outside of Oman (mean = 3.89) reported greater satisfaction with the social studies curriculum and its implementation than supervisors who had received their in-service training in Oman (mean = 3.25). However, the reader is cautioned since the majority of the supervisors received their in-service training outside of Oman (Table 161).

The responses to social studies curriculum items given by social studies supervisors was not influenced by the general demographic variables: sex (Table 162), nationality (Table 163), district of employment (Table 164), amount of in-service training in the practice of education (Table 165), number of years as a supervisor (Table 166), educational preparation (Table 167), or supervisory experience in Oman (Table 168).

Table 161: The effect of location of in-service training on curriculum content in Social Studies in grades 4 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(14)}$	p
n :	3	13		
Social Studies:	3.25	3.89	-2.72	0.02⁺

⁺ Significantly different at $p < 0.05$.

Table 162: The effect of sex on curriculum content in Social Studies in grades 4 - 6: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(19)}$	p
n :	17	4		
Social Studies:	3.68	3.88	-0.83	0.42

Table 163: The effect of nationality on curriculum content in Social Studies in grades 4-6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(19)}$	p
n :	5	16		
Social Studies:	3.55	3.77	-0.94	0.36

Table 164: The effect of school district on curriculum content in Social Studies in grades 4 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(6,10)}$	p
n :	3	0	1	3	2	3	1	4	0		
Social Studies:	3.86	----	3.52	3.73	3.45	3.76	2.75	4.06	----	2.28	0.12

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 165: The effect of in-service training on curriculum content in Social Studies in grades 4 - 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,14)}$	p
n :	3	7	3	3	3		
Social Studies:	3.81	3.66	3.84	4.03	3.69	< 1	

Table 166: The effect of number of years at present position on curriculum content in Social Studies in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the d measure	mean	mean	mean	mean	$F_{(3,12)}$	p
n :	3	6	6	1		
Social Studies:	3.55	3.77	3.88	4.17	1.03	0.41

ENGLISH Language

Specialized Teachers

The responses given by English language teachers to English language curriculum items were significantly influenced by the teachers' sex [t(196) = -2.11, p <0.04]; district of employment [F(8,191) = 2.34, p < 0.02]; and teaching experience in Oman (number of years) [F(3,191) = 3.78, p < 0.02]. The group differences isolated at each significant analysis are as follows (a Scheffe pairwise comparison test of the means was applied when appropriate):

a. Female English language teachers (mean = 3.88) reported greater satisfaction with the English curriculum and its implementation than male English language teachers (mean = 3.72.). Both groups gave mean response scores suggesting occasional to frequent satisfaction with the English language curriculum. Female English language teachers tended to be slightly more positve (Table 169).

b. No significant difference between any two or more districts was found by the Scheffe pairwise compairson test of the group means (p > 0.05). (Table 170).

Table 167: The effect of academic preparation on curriulum content in Social Studies in grades 4 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(5,14)}$	p
n :	9	1	7	1	1	1	0	0	0		
Social Studies:	3.81	3.54	3.86	3.56	4.00	3.43	----	----	1 ----	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 168: The effect of number of years in present position in Oman on curriculum content in Social Studies in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(2,13)}$	p
n :	8	5	3	0		
Social Studies:	3.80	3.78	3.54	----	< 1	

Table 169: The effect of sex on curriculum content in English Language in grades 4 - 6: Teachers

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(196)}$	p
n :	137	61		
English Language:	3.72	3.89	-2.11	0.036†

† Significantly different at $p < 0.05$.

Table 170: The effect of school district on curriculum content in English Language in grades 4 - 6: Teachers

District:	Cap	Bat	Ros	Dak	Shar	Wos	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,191)}$	p
n :	25	35	20	31	9	23	18	28	11		
English Language:	3.62	3.82	3.51	3.75	3.75	3.81	3.84	3.77	4.20	2.34	0.02*

* A Scheffe pairwise comparison found no two groups to be significantly different [$p < 0.05$].

Key: Cap = Capital; Bat = Batinah; Ros = Rostaq; Dak = Dakhilyah; Shar = Sharqiyah; Wos = Wosta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Table 171: The effect of number of years at present position in Oman on curriculum content in English Language in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,191)}$	p
n :	93	73	22	7		
English Language:	3.67	3.89	3.64	3.59	3.78	0.012**

** A Scheife pairwise comparison of the group means found teachers with 4-6 years of teaching experience in Oman to be significantly different than teachers with 1-3 years teaching experience in Oman [$P < 0.05$].

Table 172: The effect of nationality on curriculum content in English Language in grades 4 - 6: Teachers

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(198)}$	p
n :	30	170		
English Language:	3.83	3.75	0.83	0.41

Table 173: The effect of academic preparation on curriculum content in English Language in grades 4 - 6: Teachers

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(5,184)}$	p
n :	22	11	131	6	18	2	0	0	0		
English Studies:	3.99	3.72	3.70	3.89	3.88	3.55	----	----	----	1.79	0.12

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 174: The effect of in-service training on curriculum content in English Language in grades 4 - 6: Teachers

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,159)}$	p
n :	38	35	23	7	61		
English Language:	3.85	3.69	3.69	3.47	3.80	1.58	0.18

Table 175: The effect of location of in-service training on curriculum content in English Language in grades 4 - 6: Teachers

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure n :	mean 22	mean 98	$t_{(122)}$	p
English Language:	3.83	3.72	1.11	0.27

Table 176: The effect of number of years of teaching experience on curriculum content in English Language in grades 4 - 6: Teachers

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure n :	mean 20	mean 21	mean 33	mean 121	$F_{(3,191)}$	p
English Language:	3.84	3.61	3.63	3.79	1.88	0.14

Table 177: The effects of workshop attendance on curriculum content in English Language in grades 4 - 6: Teachers

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure n :	mean 47	mean 16	mean 14	mean 23	mean 68	$F_{(4,163)}$	p
English Language:	3.72	3.86	3.76	3.64	3.79	< 1	

c. English language teachers who had four to six years of teaching experience in Oman (mean = 3.89) reported greater satisfaction with the English curriculum and its implementation than English language teachers who had less than three years of teaching experience in Oman (mean = 3.67). Again, both groups found the curriculum to be occasionally to frequently satisfactory. English language teachers who had more teaching experience tended to give a slightly more positive response (Table 171).

English language teachers' responses to English language curriculum items were not influenced by the teachers' nationality (Table 172), educational preparation (Table 173), amount and location of in-service training (Tables 174 and 175), overall teaching experience (Table 176), or workshop attendance (Table 177).

Supervisors

The responses of supervisors with English language teaching experience were not influenced by any demographic variable (Tables 178 through 187). Interestingly, the supervisors with English language teaching experience were the most heterogeneous group. The analyses of supervisors' sex (Table 178), nationality (Table 179), amount and location of in-service education (Tables 180 and 181), as well as supervisory experience (Table 182) all proceeded,

Table 178: The effect of sex on curriculum content in English Language in grades 4 - 6: Supervisors

Sex:	Male	Female		
Curriulum content of the dependent measure	mean	mean	$t_{(22)}$	p
n :	19	5		
English Language:	3.46	3.48	-0.11	0.92

Table 179: The effect of nationality on curiculum content in English Language in grades 4 - 6: Supervisors

Nationality:	Omani	Non-Omani		
Curriulum content of the dependent measure	mean	mean	$t_{(22)}$	p
n :	7	17		
English Language:	3.46	3.46	-0.01	0.99

Table 180: The effect of in-service training on curiculum content in English Language in grades 4- 6: Supervisors

Amount:	None	< 1 month	1-3 months	4-12 months	1-2 years		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,19)}$	p
n :	5	5	7	3	1		
English Language:	3.46	3.59	3.42	3.11	3.65	1.11	0.38

Table 181: The effect of location of in-service training on curriculum content in English Language in grades 4 - 6: Supervisors

Location:	Inside Oman	Outside Oman		
Curriulum content of the dependent measure	mean	mean	$t_{(17)}$	p
n :	6	13		
English Language:	3.44	3.42	0.13	0.90

Table 182: The effect of number of years at present position on curriculum content in English Language in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,19)}$	p
n :	6	7	3	7		
English Language:	3.51	3.29	3.29	3.64	1.23	0.33

Table 183: The effect of school district on curriculum content in English Language in grades 4 - 6: Supervisors

District:	Cap	Bat	Rous	Dak	Shar	Wous	Dhah	Jan	Mus		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(8,191)}$	p
n :	5	3	1	3	2	1	1	2	1		
English Language:	3.01	3.63	3.13	3.40	3.88	3.70	3.73	3.38	3.55	2.87	0.06

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

uncompromised by the problem encountered in previous sections. None of these variables produced significant effects on the English language teachers' responses to the English language curriculum and its implementation. The remaining demographic variables demonstrated, again, that supervisors, who had English language teaching experience, tended to have a homogeneous background in terms of district of employment (Table 183), educational preparation (Table 184), teaching experience (Table 185), workshop attendance (Table 185), and, finally, supervisory experience in Oman (Table 187).

IV. Parametric Analysis of the Relationship Between Subjects' Responses to the Five Factors identified in Part I Section B and Their Subsequent Responses to Theory, Practice and Process, Resources, and Curriculum Content Items

The academic personnel were differentiated by the response they gave to groups of items found in Part I Section B: Opinion Survey (Teacher, Supervisor, Administrator). Five theoretical factors (defined by five groups of items) were identified and subjects were classified as either low, medium, or high responder to each factor. Qualitatively the terms low, medium, and high correspond to the level of agreement, or support, given by the teachers, supervisors, and administrators to the concepts defined in each factor. Here, each factor served as an independent variable in order to investigate how the

Table 184: The effect of academic preparation on curriulum content in English Language in grades 4 - 6: Supervisors

Type and Amount:	CU-E	CU-nE	TTIS2	TTIS1	TTIP5	TTIP3	S	P	E		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	mean	mean	mean	mean	$F_{(4,18)}$	p
n :	12	4	0	0	3	3	1	0	0		
English Language:	3.52	3.42	----	----	3.54	3.43	3.24	----	----	< 1	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; P = Preparatory School; and E = Elementary School.

Table 185: The effect of number of years of teaching experience on curriculum content in English Language in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,11)}$	p
n :	3	2	6	4		
English Language:	3.39	3.68	3.52	3.32	< 1	

Table 186: The effect of workshop attendance on curriculum content in English Language in grades 4 - 6: Supervisors

Number:	None	1	2	3	4+		
Curriulum content of the dependent measure	mean	mean	mean	mean	mean	$F_{(4,17)}$	p
n :	2	3	1	2	14		
English Language:	3.27	.3.19	3.15	3.50	3.51	< 1	

Table 187: The effect of number of years at present position in Oman on curriculum content in English Language in grades 4 - 6: Supervisors

Number of years:	1-3 years	4-6 years	7-10 years	10+ years		
Curriulum content of the dependent measure	mean	mean	mean	mean	$F_{(3,18)}$	p
n :	12	8	1	1		
English Language:	3.45	3.44	3.24	3.81	< 1	

teachers', supervisors' and administrators' opinions towards educational issues were related to their responses to other sections of the questionnaire.

The factors identified from the items in Part I Section B: Opinion Survey included:

I. The role of curriculum content and practice in developing the various components of the learner's personality (Items 1, 2, 3, 4, and 7).

II. The type of management policy in the classroom and the degree of freedom that the teacher has in choosing his or her own approaches (Items 5, 10, and 16).

III. The emphasis of the curriculum centered on the student versus on the subject matter (Items 6, 8, 9, 12, and 13).

IV. The relationship of the curriculum to every-day activities and the student's social and cultural heritage (Items 11, 14, 15, and 17).

V. The development of critical thinking skills in the students (Items 18 and 19).

In the analyses of the factor data, an absence of subjects that do not support Factors I through IV is apparent. As a result, the differences between those subjects who strongly agreed with a factor and those subjects who neither agreed nor disagreed (neutral response) with a factor are emphasized.

A. THEORY

The teachers' responses to each factor (defined above) was strongly related to the responses that they gave to items on the learning objectives of the new Omani Curriculum [$F(2,1052) = 22.2$, $p < 0.0001$; $F(2,1099) = 26.5$, $p < 0.0001$; $F(2,1088) = 11.0$, $p <0.001$; $F(2,1086) = 43.6$, $p < 0.0001$; and $F(2,1103) = 17.91$, $p < 0.0001$] for factors I through V, respectively (See Table 188).

Teachers who strongly agreed with each factor gave a significantly more positive response to learning objective items than teachers who had a neutral response to each factor. The mean response within these significant analyses ranged between 3.82 and 3.89 or 3.48 and 3.66 for teachers who strongly agreed and teachers who gave a neutral response, respectively. Additionally, those teachers who disagreed with factors I, II, and III gave significantly lower responsea to items on learning objectives than teachers who gave a neutral responses to the first three factors. Teachers who disagreed with Factors IV and V were no different in their responses to learning objective items from teachers identified as neutral responders. The practical significance of these last two finding is tenuous,

Table 188: The influence of Factors I - V on Omani educational objectives: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Theory Learning Objective items (Part I Section C):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	3.82	(893)	3.55	(160)	1.74	(2)	22.2	2,1052	0.0001**
Factor II	3.87	(841)	3.59	(259)	2.14	(2)	26.5	2,1099	0.0001**
Factor III	3.82	(950)	3.66	(138)	2.35	(3)	11.0	2,1088	0.0001**
Factor IV	3.89	(858)	3.48	(228)	2.59	(3)	43.6	2,1086	0.0001***
Factor V	3.86	(876)	3.62	(199)	3.37	(31)	17.9	2,1103	0.0001***
Supervisors:									
Factor I	3.80	(112)	3.82	(16)	----	(0)	< 1	1,126	
Factor II	3.84	(112)	3.54	(16)	----	(0)	4.65	1,126	0.03*
Factor III	3.84	(111)	3.51	(13)	----	(0)	4.91	1,122	0.03*
Factor IV	3.84	(114)	3.52	(14)	----	(0)	4.91	1,126	0.03*
Factor V	3.85	(106)	3.63	(20)	3.12	(4)	5.30	2,127	0.006****
Administrators:									
Factor I	3.92	(93)	3.69	(13)	----	(0)	1.75	1,104	0.18
Factor II	3.90	(93)	3.64	(8)	----	(0)	1.35	1,99	0.25
Factor III	3.93	(89)	3.70	(13)	----	(0)	1.72	1,100	0.19
Factor IV	3.93	(91)	3.67	(12)	----	(0)	1.91	1,101	0.17
Factor V	3.90	(88)	3.71	(16)	4.26	(4)	1.55	2,105	0.21

* Significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found all groups to differ significantly [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found high responders to differ significantly from medium and low responders [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found high responders to differ significantly from low responders [$p < 0.05$].

given the small number of teachers found to disagree with Factors I, II, and III.

Supervisors' responses to the learning objective items in Part I Section C: Omani Educational Objectives differed significantly when the supervisor group was differentiated by the responses that they gave to Factors II, III, IV, or V [$F(1,126) = 4.65$, $p < 0.03$; $F(1,122) = 4.91$, $p < 0.03$; $F(1,126) = 4.91$, $p < 0.03$; and $F(2,126) = 5.30$, $p < 0.006$, for Factors II through V, respectively]. Unlike the teachers' responses, the supervisors' responses to Factor I did not differetiate the responses that supervisors gave to the learning objective items in Part I Section C [$F(1,126) < 1$]. (See Table 188.)

Supervisors who strongly agreed with the items in Factors II, III, and IV reported greater agreement with learning objective items than supervisors who gave neutral responses to these same factors. The mean response given by supervisors who strongly agreed with the factors was 3.84, in each case; while, the mean responses given by supervisors who gave neutral responses ranged between 3.51 and 3.54. Those supervisors who strongly disagreed with items in Factor V reported significantly less agreement with the learning objective items when compared to supervisors who had strongly agreed with the items in Factor V (means of 3.85 and 3.12 for supervisors who strongly agreed and strongly disagreed with the factor, respectively). Supervisors who gave neutral responses (mean of 3.63) to

Factor V did not respond differently to learning objective items than either supervisors who strongly agreed or strongly disagreed with Factor V.

Administrators' responses to the learning objective items in Part I Section C: Omani Educational Objectives was not differentiated by the response that they gave to items found within any Factor [$F(1,104) = 1.75$, $p > 0.05$; $F(1,99) = 1.35$, $p > 0.05$; $F(1,100) = 1.72$, $p > 0.05$; $F(1,101) =1.91$, $p > 0.05$; and $F(2,105) = 1.55$, $p > 0.05$ for Factors I through V, respectively] (See Table 188).

B. PROCESS AND PRACTICE

The teachers' agreement, or lack thereof, to items found within Factors I, II, III, and IV significantly differentiated the teachers' responses to items that emphasized classroom activities and their appropriateness (Part II Section B: Opinion Survey Teachers) [$F(2,1217) = 10.3$, $p < 0.0001$; $F(2,1253) = 10.7$, $p < 0.0001$; $F(2,1232) = 6.28$, $p < 0.002$; $F(2, 1220) = 29.7$, $p < 0.0001$ for Factors I through IV, respectively]. No such relationship was found between Factor V and the teachers' responses to classroom activity items [$F(2,1260) = 2.29$, $p > 0.05$]. A Scheffe pairwise comparison test of each significant factor by classroom activity analysis found the following differences (See Table 189).

The Scheffe pairwise comparison test of the group means found those teachers who reported strong agreement, strong disagreement, or gave a neutral response to Factors I, II or IV, differed significantly from each other. Those teachers who strongly agreed with Factors I (mean 3.34), II (mean = 3.36) and IV (mean = 3.40) also reported the greatest agreement with classroom activity items. While those teachers who strongly disagreed with Factors I (mean = 1.00), II (mean = 1.94) or IV (mean = 1.73) reported the least agreement with classroom activity items.

Teachers who strongly agreed to the items in Factor III (mean = 3.34) reported significantly more agreement with the classroom activity items than teachers who strongly disagreed with Factor III (mean - 1.96), while not differing significantly from those teachers who gave neutral responses to Factor III (mean = 3.20).

The response given by both supervisors and administrators to classroom activity items (Part II Section B: Opinion Survey Supervisors/Administrators) was not differentiated by the response either group gave to any factor (See Table 189).

The classification of teachers by the degree of support they gave to each factor significantly differentiated the teacher response to assessment items (Part II Section G: Assessment) [$F(2,599) = 8.92$, $p < 0.0002$; $F(1,623) = 4.42$, $p < 0.36$; $F(2.614) = 8.38$, $p < 0.0003$; $F(2,606) = 18.23$, $p < 0.0001$; and $F(2,622) = 8.11$, $p < 0.0003$ for Factors I through V, respectively] (See Table 190).

Table 189: The influence of Factors I - V on classroom instruction: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Process and Practice Classroom Activity items (Part II Section B):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	3.34	(989)	3.17	(230)	1.00	(1)	10.33	2,1217	0.0001**
Factor II	3.36	(946)	3.21	(307)	1.94	(3)	10.66	2,1253	0.0001**
Factor III	3.34	(1067)	3.20	(166)	1.96	(2)	6.28	2,1232	0.0019***
Factor IV	3.40	(933)	3.07	(288)	1.73	(2)	29.72	2,1220	0.0001**
Factor V	3.34	(963)	3.25	(255)	3.17	(45)	2.29	2,1260	0.10
Supervisors:									
Factor I	3.23	(95)	3.26	(18)	----	(0)	< 1	1,111	
Factor II	3.24	(100)	3.08	(14)	----	(0)	< 1	1,112	
Factor III	3.27	(102)	2.93	(9)	----	(0)	2.30	1,109	0.13
Factor IV	3.25	(99)	3.12	(14)	----	(0)	< 1	1,111	
Factor V	3.22	(98)	3.45	(12)	2.68	(4)	2.20	2,111	0.12
Administrators:									
Factor I	3.40	(90)	3.32	(7)	4.00	(1)	< 1	2,95	
Factor II	3.41	(83)	3.27	(11)	----	(0)	< 1	1,92	
Factor III	3.41	(83)	3.34	(15)	----	(0)	< 1	1,93	
Factor IV	3.42	(78)	3.21	(15)	----	(0)	1.51	1,91	0.22
Factor V	3.39	(81)	3.36	(14)	3.58	(3)	< 1	2,95	

** A Scheffe pairwise comparison of the group means found all groups to differ significantly [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found high responders to differ significantly from low responders [$p < 0.05$].

Table 19C: The influence of Factors I - V on assessment: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Process and Practice Assessment Items: (Part II Section B):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	3.87	(509)	3.66	(92)	2.87	(1)	8.92	2,599	0.0002***
Factor II	3.87	(482)	3.77	(143)	----	(0)	4.42	1,623	0.04*
Factor III	3.87	(552)	3.63	(64)	2.87	(1)	8.38	2,614	0.0003***
Factor IV	3.90	(477)	3.64	(131)	2.39	(1)	18.23	2,606	0.0001**
Factor V	3.88	(500)	3.68	(107)	3.67	(18)	8.11	2,622	0.0003***
Supervisors:									
Factor I	3.80	(51)	3.64	(7)	----	(0)	< 1	1,56	
Factor II	3.79	(49)	3.67	(11)	----	(0)	< 1	1,58	
Factor III	3.83	(49)	3.52	(7)	----	(0)	2.71	1,54	0.11
Factor IV	3.85	(48)	3.41	(9)	----	(0)	7.01	1,55	0.01*
Factor V	3.76	(51)	3.87	(6)	3.05	(2)	2.48	2,56	0.09
Administrators:									
Factor I	3.74	(66)	3.52	(5)	----	(0)	1.32	1,69	0.25
Factor II	3.72	(59)	3.64	(9)	----	(0)	< 1	1,66	
Factor III	3.71	(57)	3.68	(10)	----	(0)	< 1	1,65	
Factor IV	3.76	(55)	3.59	(10)	----	(0)	1.47	1,63	0.23
Factor V	3.74	(66)	3.61	(10)	3.85	(2)	< 1	2,68	

* Significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found all groups to differ significantly [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found high responders to differ significantly from middle responders [$p < 0.05$].

A Scheffe probe of each significant analysis found similar group differences within each factor. Those teachers who strongly agreed with the factor differed significantly from those teachers who reported neutral responses to the factor. In each case, teachers who strongly agreed with the factor found the assessment items to be more positive (means ranged between 3.87 and 3.90) than those teachers who gave neutral responses to the factor (means ranged between 3.63 and 3.77). In addition, those teachers who disagreed with Factor IV reported significantly less agreement (mean equals 2.39) to assessment items from teachers who gave neutral responses to this factor. In the interpretation of this final statement, it should be noted that few teachers disagreed with Factor IV; consequently, the generalization of this result is questionable.

Supervisors' responses to assessment items was significantly different when classified by their responses to Factor IV [$F(1,55) = 7.01$, $p < 0.01$]. A Scheffe probe of this significant analysis found those supervisors who reported strong agreement with Factor IV to differ from those supervisors who reported neutral responses; therefore, the former group (mean equals 3.85) favored the assessment items more than the latter group (mean equals 3.41). (See Table 190.)

Administrators' responses to the assessment items did not differ as a function of the administrators' responses to any factor (See Table 190).

C. RESOURCES

Teachers' responses to staff items (Part II Section C: Staff) differed significantly when teachers were differentiated by the degree of support they gave to Factors II, III, IV, and V [$F(2,1364) = 5.63$, $p < 0.004$; $F(2,1340) = 5.34$, $p < 0.05$; $F(2,1334) = 16.37$, $p < 0.0001$; and $F(2,1371) = 3.38$, $p < 0.04$ for Factors II through V, respectively]. No significant differences in response to staff items were found when teachers were differentiated on Factor I [$F(2,1296) = 2.06$, $p > 0.05$]. (See Table 191.)

A Scheffe pairwise comparison test of the mean responses given by teachers who strongly agreed, strongly disagreed, or gave neutral responses to each significant analysis (listed above) found significant differences between groups within Factors II, III, and IV only. In each case, those teachers who strongly agreed with the factor (the means ranged between 3.38 and 3.41) responded more positively to staff items than teachers who gave neutral responses to the factor (means ranged between 3.16 and 3.24). Teachers who strongly disagreed (means ranged between 2.20 and 3.10) with the factor did not differ from the other two groups in any analysis.

Supervisors' responses to staff items differed significantly when supervisors were differentiated by the responses that they gave to Factors II and III [$F(1,131) = 3.82$, $p < 0.05$ and $F(1,123) = 4.23$, $p < 0.09$, respectively]. (See Table 191.) In both analyses, supervisors who strongly agreed (means of 3.58 ad 3.59 for II and III, respectively) with the factor also found the staff items more favorable than supervisors who gave neutral responses (means of 3.31 and 3.21 for II and III, respectively) to the factor (Scheffe $p < 0.05$). Supervisors' responses to staff items did not differ from their responses to Factors I, IV, and V (See Table 191).

The responses given by administrators to staff items differed significantly as a function of their responses to Factors II and IV [$F(1,133) = 8.96$, $p < 0.003$ and $F(1,134) = 6.63$, $p < 0.011$, respectively], while Factors I, III, and V did not [$F(2,136) < 1$; $F(1,136) < 1$; and $F(2,140) = 1.37$, $p < 0.05$, respectively]. The Scheffe probe of the significant analyses found, in each case, administrators in strong agreement (means of 3.55 and 3.58 for II and IV, respectively) with the factor reported greater agreement with staff items than administrators in the neutral position (means of 3.09 and 3.23 for II and IV, respectively) to the factor (See Table 191).

In the factor by facility and equipment items analyses, teachers classified by the degree of support for Factor IV differed significantly in the response that they gave to facility and equipment items [$F(2,1228) = 3.15$, $p < 0.04$]. However, a Scheffe probe of this significant effect found no two groups to differ significantly (at $p < 0.05$). (See Table 192.)

Table 191: The influence of Factors I - V on staff: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Resources Staff items (Part II Section C):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	3.35	(1075)	3.28	(223)	2.20	(1)	2.06	2,1296	0.13
Factor II	3.39	(1036)	3.24	(328)	3.10	(3)	5.63	2,1364	0.004**
Factor III	3.38	(1176)	3.21	(166)	2.20	(1)	5.34	2,1340	0.005**
Factor IV	3.41	(1031)	3.16	(303)	2.53	(3)	16.37	2,1334	0.0001**
Factor V	3.38	(1054)	3.29	(275)	3.16	(45)	3.38	2,1371	0.04*
Supervisors:									
Factor I	3.55	(114)	3.53	(15)	----	(0)	< 1	1,127	
Factor II	3.58	(117)	3.31	(16)	----	(0)	3.82	1,131	0.05*
Factor III	3.59	(117)	3.21	(8)	----	(0)	4.23	1,123	0.04†
Factor IV	3.53	(117)	3.77	(15)	----	(0)	2.86	1,130	0.09
Factor V	3.55	(116)	3.48	(16)	3.37	(3)	< 1	2,132	
Administrators:									
Factor I	3.49	(119)	3.49	(19)	4.00	(1)	< 1	2,136	
Factor II	3.55	(118)	3.09	(17)	----	(0)	8.96	1,133	0.003†
Factor III	3.54	(117)	3.40	(21)	----	(0)	< 1	1,136	
Factor IV	3.58	(114)	3.23	(22)	----	(0)	6.63	1,134	0.01†
Factor V	3.52	(114)	3.41	(23)	3.65	(6)	< 1	2,140	

† Significantly different at $p < 0.05$.

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly.

** A Scheffe pairwise comparison of the group means found high responders to differ significantly from medium and low responders [$p < 0.05$].

Table 192: The influence of Factors I - V on facilities and equipment: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Resources Facilities and Equipment (Part II Section D):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	2.60	(1012)	2.66	(203)	----	(0)	< 1	1,1213	
Factor II	2.62	(968)	2.68	(284)	2.25	(3)	< 1	2,1252	
Factor III	2.61	(1095)	2.75	(153)	----	(0)	2.61	1,1246	0.11
Factor IV	2.66	(948)	2.52	(280)	2.10	(3)	3.15	2,1228	0.04[*]
Factor V	2.62	(967)	2.63	(249)	2.72	(45)	< 1	2,1258	
Supervisors:									
Factor I	2.82	(104)	2.85	(14)	----	(0)	< 1	1,116	
Factor II	2.86	(105)	2.57	(15)	----	(0)	2.12	1,118	0.15
Factor III	2.83	(100)	2.69	(13)	----	(0)	< 1	1,111	
Factor IV	2.79	(104)	3.02	(13)	----	(0)	1.13	1,115	0.29
Factor V	2.73	(101)	2.95	(15)	3.46	(5)	2.88	2,118	0.06
Administrators:									
Factor I	2.77	(101)	2.72	(18)	----	(0)	< 1	1,117	
Factor II	2.77	(97)	2.52	(15)	----	(0)	1.31	1,110	0.26
Factor III	2.85	(100)	2.41	(17)	----	(0)	4.79	1,115	0.03[†]
Factor IV	2.78	(95)	2.65	(21)	----	(0)	< 1	1,114	
Factor V	2.70	(95)	2.98	(21)	3.03	(5)	1.37	2,118	0.26

[†] Significantly different at $p < 0.05$.

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

Supervisors' responses to facility and equipment items did not differ significantly as a function of their responses to any factor (Table 192).

Administrators classified by the degree of support that they gave Factor III differed significantly in the responses that they gave to the facility and equipment items [F(1,115) = 4.79, p < 0.03]. A Scheffe pairwise comparison test of the group means found that those administrators who strongly agreed (mean of 2.85) with Factor III gave significantly more positive responses to the facility and equipment items than administrators who gave neutral responses (mean of 2.41) to this factor (See Table 192).

Teachers' responses to the item on the availability of (satisfaction with) the textbooks differed significantly when the teachers were classified by the degree of support that they gave to each of the factors [F(2,1485) = 13.60, p < 0.0001; F(2,1532) = 13.42, p < 0.0001; F(2,1516) = 12.84, p < 0.0001; F(2,1506) = 31.81, p < 0.0001; and F(2,1542) = 5.80, p < 0.003, for Factors I through V, respectively]. (See Table 193).

A Scheffe pairwise comparison test of the group means in each significant ANOVA found teachers who strongly agreed, strongly disagreed, or gave neutral responses to Factors I, II, III, IV differed significantly from each other in their responses to textbook items. Those teachers who strongly agreed with these factors (means ranged from 3.82 to 3.86) reported greater satisfaction with (or

Table 193: The influence of Factors I - V on textbook: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Resources Textbook items (Part II Section E):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Teachers:									
Factor I	3.82	(1235)	3.68	(251)	1.80	(2)	13.60	2,1485	0.0001**
Factor II	3.85	(1177)	3.66	(355)	2.88	(3)	13.42	2,1532	0.0001***
Factor III	3.82	(1343)	3.66	(174)	1.80	(2)	12.84	2,1516	0.0001**
Factor IV	3.86	(1165)	3.57	(339)	2.62	(5)	31.81	2,1506	0.0001**
Factor V	3.83	(1193)	3.70	(296)	3.65	(56)	5.80	2,1542	0.003****
Supervisors:									
Factor I	3.92	(108)	3.97	(16)	----	(0)	< 1	1,122	
Factor II	3.92	(114)	3.81	(13)	----	(0)	< 1	1,125	
Factor III	3.95	(110)	3.84	(9)	----	(0)	< 1	1,117	
Factor IV	3.91	(108)	3.94	(16)	----	(0)	< 1	1,122	
Factor V	3.91	(108)	3.77	(17)	3.91	(3)	< 1	2,125	
Administrators:									
Factor I	3.89	(100)	3.68	(17)	----	(0)	2.33	1,115	0.13
Factor II	3.90	(97)	3.63	(16)	----	(0)	3.52	1,111	0.06
Factor III	3.88	(97)	3.75	(19)	----	(0)	< 1	1,114	
Factor IV	3.92	(95)	3.58	(18)	----	(0)	6.25	1,111	0.01*
Factor V	3.86	(98)	3.85	(17)	3.85	(4)	< 1	2,116	

** A Scheffe pairwise comparison of the group means found all groups to differ significantly [$p < 0.05$].

*** A Scheffe pairwise comparison of the group means found high responders to differ significantly from middle and low responders [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found high responders to differ significantly from medium responders [$p < 0.05$].

* Significantly different at $p < 0.05$.

availability of) textbooks than teachers who gave neutral responses (means ranged between 3.57 and 3.68) to the these factors. Further, the teachers who gave neutral responses to Factors I, III, and IV (means range between 3.57 and 3.66) reported greater satisfaction with (or availability of) the textbooks than teachers who disagreed (means ranged between 1.80 and 2.62). The mean responses given to textbook items by teachers who disagreed with Factor II did not differ from the response given to textbook items by teachers who reported neutral responses to Factor II. However, the meaning of this latter result is compromised by the small number of teachers who found Factor II disagreeable. Finally, teachers who strongly agreed (mean of 3.83) with Factor V reported significantly greater satisfaction with (or availability of) the textbook than teachers who gave neutral responses (mean of 3.70) to Factor V; however, teachers who strongly disagreed (mean of 3.65) to Factor V did not differ in respect to the textbook items with either the teachers who strongly agreed or teachers who gave neutral responses to this factor.

Supervisors' responses to textbook items did not differ as a function of their responses to any of the factors (see Table 193).

Administrators' responses to textbook items were significantly different when they were differentiated by their responses to Factor IV [F(1,111) = 6.25, p < 0.01]. In this analysis, administrators who strongly agreed with

Factor IV also reported greatest satisfaction with (or availability of) textbook items (mean =3.92) than administrators who gave neutral responses (mean of 3.58) to this factor. No other factors influenced administrators' responses to textbook items (see Table 193).

The analyses of factor by teacher's manuals items (Part II Section F: Teacher's Manuals) found differences among the teachers only. Supervisors' and administrators' responses to the teacher's manual items were apparently unrelated to their responses to any of the factors (seee Table 194).

Teacher classification by the degree of support they gave to Factors I, III, IV, and V significantly differentiated their responses to the teacher's manuals items [$F(2,703) = 4.47$, $p < 0.01$; $F(2,724) = 4.24$ $p < 0.01$; $F(2,723) = 11.27$, $p < 0.0001$; and $F(2,727) = 4.93$, $p < 0.007$), for I, III, IV, and V, respectively]. A Scheffe probe of these significant analyses found group differences within Factors IV and V only. In these latter analyses, teachers who strongly agreed (means of 3.72 and 3.70, respectively) with the Factors reported greater satisfaction with (or availability of) the teacher's manuals than teachers who gave neutral responses to this factor (means of 3.48 and 3.52, respectively). The mean response given to the teacher's manuals items by teachers who strongly disagreed with Factors IV and V did not differ from either those teachers who strongly agreed or who gave only neutral responses to this factor.

Table 194: The influence of Factors I - V on teacher's manual: Teachers, Supervisors, Administrators

Type of Response:	High		Medium		Low				
Resources Teacher's Manual items (Part II Section F):	mean	(n)	mean	(n)	mean	(n)	F	df	p.
Teachers:									
Factor I	3.68	(598)	3.53	(107)	2.42	(1)	4.47	2,703	0.01*
Factor II	3.69	(576)	3.59	(160)	----	(0)	3.17	1,734	0.08
Factor III	3.69	(650)	3.53	(76)	2.42	(1)	4.24	2,724	0.01*
Factor IV	3.72	(573)	3.48	(152)	2.19	(1)	11.27	2,723	0.0001**
Factor V	3.70	(559)	3.52	(144)	3.68	(27)	4.93	2,727	0.007**
Supervisors:									
Factor I	3.66	(48)	3.56	(4)	----	(0)	< 1	1,50	
Factor II	3.65	(46)	3.69	(6)	----	(0)	< 1	1,50	
Factor III	3.66	(45)	3.58	(5)	----	(0)	< 1	1,48	
Factor IV	3.66	(47)	3.61	(5)	----	(0)	< 1	1,50	
Factor V	3.67	(45)	3.55	(7)	3.56	(1)	< 1	2,50	
Administrators:									
Factor I	3.72	(47)	3.90	(3)	----	(0)	< 1	1,48	
Factor II	3.75	(44)	3.57	(7)	----	(0)	< 1	1,49	
Factor III	3.77	(41)	3.56	(8)	----	(0)	1.19	1,47	0.28
Factor IV	3.77	(37)	3.62	(10)	----	(0)	< 1	1,45	
Factor V	3.76	(38)	3.61	(11)	3.88	(1)	< 1	2,47	

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found high responders to differ significantly from medium responders [$p < 0.05$].

D. CURRICULUM CONTENT

1. Classroom Teachers (Grades 1 through 3)

The responses given by teachers to items on the curriculum content and its implementation in grades 1 through 3 frequently differed as a function of the responses that they gave to the factors (See Tables 195 through 200). The effect of each factor on the teachers' responses to curriculum content items was analyzed on the curriculum content items addressing each subject matter topic in grades 1 through 3, as well as general curriculum items, and all items combined. Each content area will be discussed separately.

General Curriculum Items

Teachers' responses to general curriculum items differed significantly when teachers were differentiated by the responses that they gave to Factor I [$F(2,815) = 3.33$, $p < 0.04$], Factor II [$F(2,882) = 3.48$, $p < 0.03$], Factor III [$F(2,866) = 6.67$, $p < 0.001$], Factor IV [$F(2,861) = 18.73$, $p < 0.0001$], and Factor V [$F(2,891) = 7.20$, $p < 0.001$]. The Scheffe probe of each significant ANOVA revealed the following group differences. (See Table 195.)

The Scheffe pairwise comparison test of the group means in the Factor I analysis compared teachers' responses to general items with their responses to Factor I items and found no two groups to differ significantly (Table 195).

Table 195: The influence of Factors I - V on general curriculum content in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: General curriculum items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.57	(694)	3.42	(123)	2.50	(1)	3.33	2,815	0.04*
Factor II	3.59	(671)	3.44	(213)	4.17	(1)	3.48	2,882	0.03**
Factor III	3.58	(804)	3.26	(64)	2.50	(1)	6.67	2,866	0.001**
Factor IV	3.63	(667)	3.28	(193)	2.92	(4)	18.73	2,861	0.0001**
Factor V	3.60	(705)	3.39	(161)	3.31	(28)	7.20	2,891	0.0008**

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders.

Table 196: The influence of Factors I - V on curriculum content in Arabic Language in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: Arabic Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.85	(694)	3.71	(123)	1.85	(1)	6.26	2,815	0.002****
Factor II	3.89	(671)	3.66	(213)	4.08	(1)	9.26	2,882	0.0001**
Factor III	3.86	(804)	3.43	(64)	1.85	(1)	15.53	2,866	0.0001*****
Factor IV	3.91	(667)	3.55	(193)	2.88	(4)	23.16	2,861	0.0000*****
Factor V	3.88	(705)	3.71	(161)	3.40	(28)	9.38	2,891	0.0001*****

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders [$p < 0.05$].

**** A Scheffe pairwise comparison of the group means found the high responders and the medium responders to differ significantly from the low responders.

***** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium responders and the low responders.

Table 197: The influence of Factors I - V on curriculum content in Social Studies in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: Social Studies (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	4.11	(694)	4.08	(123)	3.00	(1)	1.19	2,815	0.30
Factor II	4.15	(671)	3.93	(213)	4.33	(1)	6.77	2,882	0.001**
Factor III	4.13	(804)	3.89	(64)	3.00	(1)	3.87	2,866	0.02*
Factor IV	4.18	(667)	3.85	(193)	3.29	(4)	16.67	2,861	0.0001**
Factor V	4.13	(705)	4.01	(161)	3.95	(28)	2.28	2,891	0.10

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders.

Table 198: The influence of Factors I - V on curriculum content in Mathematics in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: Mathematics (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.78	(694)	3.67	(123)	2.30	(1)	3.89	2,815	0.02*
Factor II	3.81	(671)	3.65	(213)	4.13	(1)	4.42	2,882	0.01**
Factor III	3.79	(804)	3.59	(64)	2.30	(1)	5.27	2,866	0.005*
Factor IV	3.81	(667)	3.65	(193)	3.14	(4)	5.76	2,861	0.003**
Factor V	3.82	(705)	3.65	(161)	3.36	(28)	10.28	2,891	0.0001****

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders.

*** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the low responders.

**** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium responders and the low responders.

Table 199: The influence of Factors I - V on curriculum content in Science in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: Science (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
All Science items:									
Factor I	3.31	(694)	3.07	(123)	2.45	(1)	4.22	2,815	0.02**
Factor II	3.34	(671)	3.11	(213)	3.47	(1)	6.01	2,882	0.003**
Factor III	3.31	(804)	3.02	(64)	2.46	(1)	3.60	2,866	0.03**
Factor IV	3.35	(667)	3.10	(193)	2.63	(4)	7.09	2,861	0.0009**
Factor V	3.33	(705)	3.12	(161)	3.05	(28)	5.08	2,891	0.006**
1st grade Science concepts:									
Factor I	2.73	(694)	2.64	(123)	3.00	(1)	< 1	2,815	
Factor II	2.75	(671)	2.62	(213)	3.71	(1)	< 1	2,882	
Factor III	2.72	(804)	2.58	(64)	3.00	(1)	< 1	2,866	
Factor IV	2.71	(667)	2.71	(193)	2.27	(4)	< 1	2,861	
Factor V	2.75	(705)	2.58	(161)	2.33	(28)	1.86	2,891	0.16
2nd grade Science concepts:									
Factor I	2.55	(694)	2.68	(123)	2.67	(1)	< 1	2,815	
Factor II	2.59	(671)	2.57	(213)	3.17	(1)	< 1	2,882	
Factor III	2.57	(804)	2.77	(64)	2.67	(1)	< 1	2,866	
Factor IV	2.56	(667)	2.69	(193)	2.47	(4)	< 1	2,861	
Factor V	2.61	(705)	2.51	(161)	2.47	(28)	< 1	2,891	
3rd grade Science concepts:									
Factor I	3.11	(694)	2.97	(123)	2.27	(1)	< 1	2,815	
Factor II	3.18	(671)	2.96	(213)	3.47	(1)	2.43	2,882	0.09
Factor III	3.15	(804)	2.83	(64)	2.27	(1)	2.13	2,866	0.12
Factor IV	3.16	(667)	2.91	(193)	2.82	(4)	3.08	2,861	0.05*
Factor V	3.17	(705)	2.97	(161)	2.40	(28)	6.07	2,891	0.002***

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* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders.

*** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the low responders.

Table 200: The influence of Factors I - V on all curriculum content in grades 1 - 3: Teachers

Type of Response:	High		Medium		Low				
Grades 1-3: All curriculum content items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.72	(694)	3.55	(123)	2.30	(1)	9.35	2,815	0.0001****
Factor II	3.74	(671)	3.57	(213)	3.96	(1)	9.82	2,882	0.0001**
Factor III	3.73	(804)	3.41	(64)	2.30	(1)	15.08	2,866	0.0001***
Factor IV	3.76	(667)	3.51	(193)	2.94	(4)	23.06	2,861	0.0001***
Factor V	3.75	(705)	3.56	(161)	3.40	(28)	14.06	2,891	0.0001***

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly the medium responders.

*** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium responders and the low responders.

***** A Scheffe pairwise comparison of the group means found all three groups to differ significantly [p < 0.05].

Teachers who strongly agreed with Factors II, III, and IV reported significantly greater agreement with the general curriculum items than teachers who gave neutral responses to this factor (Table 195). Generally, teachers who both strongly supported or had neutral responses to the concept in Factors II, III, and IV found the general education items to be occasionally to frequently satisfactory. Those teachers who strongly supported Factors II, III, and IV found the general curriculum items more frequently satisfactory than teachers who reported neutral responses.

Teachers who strongly agreed with Factor V (mean = 3.60) reported significantly greater satisfaction with the content of the general education items than teachers who disagreed with Factor V (mean = 3.31). Unlike the analysis of the first four factors, the number of teachers who disagreed with Factor V was 28 which lends itself to a reliable interpretation.

Arabic Language

Teachers' responses to Arabic language items differed significantly when teachers were classified by the responses that they gave to Factors I [$F(2,815) = 6.26$, $p < 0.002$], II [$F(2,882) = 9.26$, $p < 0.0001$], III [$F(2,866) = 15.33$, $p < 0.0001$], IV [$F(2,861) = 23.16$, $p < 0.0001$], and V [$F(2,891) = 9.38$, $p < 0.0001$]. A Scheffe probe of each significant analysis revealed a different pattern of group differences within each factor by Arabic studies analysis. (See Table 196.)

The Scheffe pairwise comparison test of the mean responses given to Arabic language items differed significantly between those teachers who strongly agreed (mean = 3.85) or gave neutral responses (mean = 3.71) to Factor I and those teachers who disagreed (mean = 1.85) with the concept in Factor I. However, no interpretation of these results is warranted since only one teacher reported strong disagreement with Factor I and cannot be considered representative.

Teachers who strongly agreed with Factor II (mean = 3.89) reported significantly greater satisfaction with the Arabic language curriculum and its implementation than teachers who gave neutral responses to Factor II (mean = 3.66). The qualitative difference in response given by these two groups is small and finds the mean response given by both groups to fall between occasionally or frequently satisfied with the curriculum and its implementation.

Teachers who strongly agreed with Factor III (mean = 3.86) reported significantly greater satisfaction with the Arabic language curriculum and its implementation than teachers who gave neutral responses (mean = 3.43) or disagreed (mean = 1.85) with Factor III. Teachers who strongly agreed or gave neutral responses to Factor III, generally, reported occasional to frequent satisfaction with the Arabic language curriculum. The significant difference found between teachers who strongly agreed with Factor III and teachers who disagreed with Factor III is tentative because the number of teachers who reported disagreement with Factor III, as was the case in Factors I and II, is only a sample of one.

Teachers who strongly agreed with Factor IV (mean = 3.91) reported significantly greater satisfaction with the Arabic language curriculum and its implementation than teachers who gave neutral responses (mean = 3.55) or disagreed (mean = 2.88) with Factor IV. Teachers who strongly agreed or gave neutral responses to Factor IV reported occasional to frequent satisfaction with the Arabic language curriculum. Teachers who strongly agreed found the curriculum more frequently satisfactory than teachers who gave neutral responses for Factor IV. The significant difference found between teachers who strongly agreed with Factor IV and teachers who disagreed with Factor IV is tenuous because the number of teachers who reported disagreement with Factor IV is only a sample of four.

Teachers who strongly agreed with Factor V (mean = 3.88) reported significantly greater satisfaction with the Arabic language curriculum and its implementation than teachers who gave neutral responses (mean = 3.71) or disagreed (mean = 3.40) with Factor V. Teachers at all levels of support for Factor V gave a mean response suggesting occasional to frequent satisfaction with the Arabic language curriculum and its implementation. Teachers who strongly agreed with Factor V were significantly more likely to report frequent satisfaction with the Arabic language curriculum items than teachers who gave neutral responses or disagreed with Factor V.

Social Studies

The responses given by teachers to social studies items differed significantly when teachers were differentiated by the degree of support that they gave to Factors II [$F(2,882) = 6.77$, $p < 0.001$], III [$F(2,866) = 3.87$, $p < 0.02$], and IV [$F(2,861) = 16.67$, $p < 0.0001$], but not different when differentiated by the responses that they gave to Factors I [$F(2,815) = 1.19$, $p = 0.30$] or V [$F(2,891) = 2.28$, $p = 0.21$]. A Scheffe probe of each significant analysis yielded the following results. (See Table 197.)

Teachers who strongly agreed with Factor II (mean = 4.15) reported significantly greater satisfaction with the social studies curriculum and its implementation than teachers who gave neutral responses to Factor II (mean = 3.93). The mean response given by each group shows that both find the social studies curriculum (and its implementation) to be frequently satisfactory. The Scheffe pairwise comparison test indicated that teachers who gave neutral responses found the curriculum less frequently satisfactory than teachers who strongly agreed with Factor II.

The Scheffe pairwise comparison test of the mean responses given by teachers, differing in the degree to which they support Factor III, to social studies items found no two groups to differ significantly at $p < 0.05$.

Teachers who strongly agreed with Factor IV (mean = 4.18) reported significantly greater satisfaction with the social studies curriculum and its implementation than teachers who gave neutral responses to Factor IV (mean = 3.85). The mean response given by each group indicated that teachers who strongly agreed with Factor IV found the social studies curriculum frequently satisfactory while teachers who reported moderate agreement with Factor IV found the social studies curriculum only occasionally to frequently satisfactory.

Mathematics

Teachers' responses to the mathematics items differed significantly as a function of the response that they gave to Factors I [$F(2,815) = 3.89$, $p < 0.02$], II [$F(2,882) = 4.42$, $p < 0.01$], III [$F(2,866) = 5.27$, $p < 0.005$], IV [$F(2,861) = 5.76$, $p < 0.003$], and V [$F(2,891) = 10.28$, $p < 0.0001$]. A Scheffe probe of these significant results revealed the following group differences. (See Table 198.)

No two groups of teachers differentiated by their response to Factors I and III were found, by the Scheffe probe, to differ significantly in their responses to the mathematics items.

Teachers who agreed strongly with Factors II (mean = 3.81) and IV (mean = 3.81) reported greater satisfaction with the mathematics curriculum and its implementation than teachers who gave neutral responses to Factors II and IV (means = 3.65). The mean responses given by each significantly different group revealed only a small qualitative difference in responses. Teachers who reported strong agreement with the mathematics curriculum were slightly more satisfied than teachers who reported neutral responses to the factor. The mean response of both groups fell between the responses that indicated occasional and frequent satisfaction.

Teachers who strongly agreed with Factor V (mean = 3.82) reported greater satisfaction with the mathematics curriculum and its implementation than teachers who gave neutral responses (mean = 3.65) or disagreed (mean = 3.36) with Factor V. All three groups reported a mean response score between the responses of occasionally and frequently satisfied. Teachers who strongly agreed with Factor V were significantly more likely to report frequent satisfaction.

Science

Teachers' responses to items about the science concepts in grades 1 and 2 did not significantly differ as a function of the responses these teachers gave to any of the factors (see Table 199). In response to concepts in 1st and 2nd grade, teachers, regardless of the degree of support they gave any factor, found the concepts to fit "poorly" to "somewhat." The teachers' responses to items about the science concepts in grade 3 differed significantly when teachers were differentiated by the degree of support that they gave to Factors IV [$F(2,861) = 3.08$, $p = 0.05$] and V [$F(2,891) = 6.07$, $p < 0.002$]. (See Table 199.)

The Scheffe pairwise comparison test of the group means found no significant differences between groups differing in the degree of support given to Factor IV.

The Scheffe probe of the Factor V analysis found teachers who strongly agreed (mean = 3.17) with the factor to report significantly greater satisfaction with the grade 3 science concepts than teachers who strongly disagreed (mean = 2.40) with Factor V. In this latter analysis, the qualitative difference between teachers who strongly agreed and teachers who strongly disagreed with Factor V represented the difference between finding the grade 3 science concepts to fit "somewhat" or fit "poorly".

When all science items were combined and used as a single dependent measure (composed of items on science concepts as well as general items on the curriculum and its implementation) the teachers' responses were significantly different when they were classified by their responses to each Factor: I [$F(2,815) = 4.22$, $p < 0.02$]; II [$F(2,882) = 6.01$, $p < 0.003$]; III [$F(2,866) = 3.60$, $p < 0.03$]; IV [$F(2,861) = 7.09$, $p < 0.009$]; and V [$F(2,891) = 5.08$, $p < 0.006$]. A Scheffe pairwise comparison test of the group means in each significant analysis revealed, in every case, that teachers who strongly agreed with any, or all, of the factors reported significantly greater satisfaction with the science curriculum and its implementation than teachers who gave neutral responses to the same factors. The qualitative responses given by teachers to all science items, regardless of the degree of support given to any factor, indicated that teachers generally found the curriculum occasionally satisfactory. (See Table 199.)

Finally, the teachers' responses to all items on the curriculum in grades 1 through 3 (combined) was found to differ significantly when teachers were classified according to the responses that they gave to Factors I [$F(2,815) = 9.35$, $p < 0.0001$], II [$F(2,882) = 9.82$, $p < 0.0001$], III [$F(2,866) = 15.08$, $p < 0.0001$], IV [$F(2,861) = 23.06$, p , 0.0001], and V [$F(2,891) = 14.06$, $p < 0.0001$]. A Scheffe pairwise comparison test of the group means in each significant analysis found the following. (See Table 200.)

Teachers' responses to all curriculum items (grades 1 through 3) was significantly different when teachers were differentiated by the degree of support that they gave to Factor I. All three groups, representing three levels of agreement with the factor, differed significantly (Table 200). The importance of the significant difference between teachers who disagreed with Factor I (mean = 2.30) and teachers who either agreed (mean = 3.72) or gave neutral responses (mean = 3.55) is questionable because only one teacher disagreed with this factor.

The Scheffe probe found similar group differences in its analysis of Factors III, IV, and V. In each case, teachers who strongly agreed with the factor also found the curriculum content in grades 1 through 3 more satisfactory than teachers who gave neutral responses or teachers who disagreed with the factor.

Finally, teachers differentiated by the degree of support that they gave Factor II differed significantly. Teachers who strongly agreed with Factor II found the curriculum content in grades 1 through 3 more satisfactory than teachers who gave neutral responses to this factor.

2. Supervisors

Supervisors' responses to curriculum content items in grades 1 through 3 did, with two exceptions, not differ as a function of their responses to any factor (Tables 201-206). The responses given by supervisors to Arabic language items did differ significantly when supervisors were differentiated by the support that they gave Factor IV [$F(1,40) = 7.75$, $p < 0.008$] (Table 202). In this case, supervisors who strongly agreed with Factor IV (mean = 3.97) reported greater satisfaction with the Arabic language curriculum and its implementation than supervisors who gave only neutral responses to this Factor (mean = 3.69). The same relationship was found in the overall analysis of the

Table 201: The influence of Factors I - V on curriculum content in Arabic Language in grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: Arabic Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.91	(37)	3.92	(5)	----	(0)	< 1	1,40	
Factor II	3.96	(38)	3.53	(4)	----	(0)	3.67	1,40	0.06†
Factor III	3.92	(39)	4.02	(2)	----	(0)	< 1	1,39	
Factor IV	3.97	(38)	3.38	(4)	----	(0)	7.75	1,40	0.008†
Factor V	3.96	(39)	3.69	(4)	3.86	(1)	< 1	2,40	

† Significantly different at p < 0.05.

Table 202: The influence of Factors I - V on all curriculum content in Grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: All curriculum content items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.80	(37)	3.74	(5)	----	(0)	< 1	1,40	
Factor II	3.82	(38)	3.46	(4)	----	(0)	3.68	1,40	0.06
Factor III	3.79	(39)	3.78	(2)	----	(0)	< 1	1,39	
Factor IV	3.83	(38)	3.42	(4)	----	(0)	4.68	1,40	0.04†
Factor V	3.79	(39)	3.81	(3)	3.69	(1)	< 1	2,40	

† Significantly different at p < 0.05.

Table 203: The influence of Factors I - V on general curriculum content in grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: General curriculum items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.73	(37)	3.60	(5)	----	(0)	< 1	1,40	
Factor II	3.72	(38)	3.67	(4)	----	(0)	< 1	1,40	
Factor III	3.73	(39)	3.42	(2)	----	(0)	< 1	1,39	
Factor IV	3.72	(38)	3.67	(4)	----	(0)	< 1	1,40	
Factor V	3.74	(39)	3.94	(4)	3.33	(1)	< 1	2,40	

Table 204: The influence of Factors I - V on curriculum content in Social Studies in grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: Social studies (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	4.25	(37)	4.34	(5)	----	(0)	< 1	1,40	
Factor II	4.25	(38)	4.43	(4)	----	(0)	< 1	1,40	
Factor III	4.27	(39)	4.25	(2)	----	(0)	< 1	1,39	
Factor IV	4.26	(38)	4.25	(4)	----	(0)	< 1	1,40	
Factor V	4.25	(39)	4.37	(4)	5.00	(1)	< 1	2,40	

Table 205: THe influence of Factors I - V on curriculum content in Mathematics in grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: Mathematics (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.96	(37)	4.03	(5)	----	(0)	< 1	1,40	
Factor II	3.99	(38)	3.76	(4)	----	(0)	1.18	1,40	0.28
Factor III	3.97	(39)	3.92	(2)	----	(0)	< 1	1,39	
Factor IV	4.00	(38)	3.67	(4)	----	(0)	2.38	1,40	0.13
Factor V	3.96	(39)	4.06	(4)	4.24	(1)	< 1	2,40	

Table 206: The influence of Factors I - V on curriculum content in Science in grades 1 - 3: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-3: Science (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
All Science items:									
Factor I	3.37	(37)	2.96	(5)	----	(0)	1.15	1,40	0.29
Factor II	3.38	(38)	2.75	(4)	----	(0)	2.28	1,40	0.14
Factor III	3.33	(39)	3.44	(2)	----	(0)	< 1	1,39	
Factor IV	3.37	(38)	2.89	(4)	----	(0)	1.29	1,40	0.26
Factor V	3.30	(39)	3.43	(3)	2.52	(1)	< 1	2,40	
1st grade Science concepts:									
Factor I	3.13	(37)	2.30	(5)	----	(0)	2.62	1,40	0.11
Factor II	3.12	(38)	2.24	(4)	----	(0)	2.39	1,40	0.13
Factor III	3.06	(39)	3.17	(2)	----	(0)	< 1	1,39	
Factor IV	3.11	(38)	2.31	(4)	----	(0)	1.96	1,40	0.17
Factor V	3.12	(39)	2.20	(3)	1.00	(1)	2.96	2,40	0.06
2nd grade Science concepts:									
Factor I	3.31	(37)	3.10	(5)	----	(0)	< 1	1,40	
Factor II	3.35	(38)	2.64	(4)	----	(0)	1.48	1,40	0.23
Factor III	3.30	(39)	2.43	(2)	----	(0)	< 1	1,39	
Factor IV	3.33	(38)	2.82	(4)	----	(0)	< 1	1,40	
Factor V	3.30	(39)	3.10	(3)	1.71	(1)	< 1	2,40	
3rd grade Science concepts:									
Factor I	3.36	(37)	2.81	(5)	----	(0)	1.22	1,40	0.28
Factor II	3.32	(38)	3.06	(4)	----	(0)	< 1	1,40	
Factor III	3.28	(39)	3.60	(2)	----	(0)	< 1	1,39	
Factor IV	3.30	(38)	3.21	(4)	----	(0)	< 1	1,40	
Factor V	3.21	(39)	3.83	(3)	3.77	(1)	< 1	2,40	

supervisors' responses to all curriculum items [$F(1,40) = 4.68$, $p < 0.04$] (Table 203).

The apparent absence of statistically different groups may result from the small number of supervisors available to be sampled. In addition, this small group of supervisors tended to be very homogenous, as discussed in Chapter 5, Part III.

3. Administrators

Administrators' responses to curriculum content items in grades 1 through 3 frequently differed as a function of the administrators' responses to the factors (Tables 207-212). Interestingly, the degree of support, given by administrators, to Factor V did not ever influence their responses to any curriculum content items (grades 1 - 3).

The administrators' responses to general curriculum items and mathematics items differed significantly when administrators were differentiated by the degree of support that they gave Factor IV [$F(1,138) = 8.37$, $p < 0.004$ and $F(1,138) = 7.79$, $p < 0.006$ for general curriculum and mathematics items, respectively]. In each case, the qualitative difference in response was small with both groups indicating occasional to frequent satisfaction with the general curriculum items. The mean responses were 3.75 and 3.98 for general curriculum and mathematics for administrators who strongly agreed, and 3.40 and 3.52 for general curriculum and mathematics for administrators who gave neutral responses to Factor IV. (See Table 207 and 208.)

The administrators' responses given to Arabic language curriculum and its implementation differed significantly as a function of the administrators' support of Factors I [$F(2,140) = 4.65$, $p < 0.01$] and IV [$F(1,138) = 13.06$, $p < 0.0004$]. Administrators who strongly agreed with Factor I (mean = 3.88) and Factor IV (mean = 3.90) found the Arabic language curriculum near frequent satisfaction. Administrators who gave neutral responses (mean of 3.45 and 3.41 for Factor I and IV, respectively) to Arabic language curriculum items reported more occasional satisfaction. (See Table 209.)

The response given by administrators to the social studies curriculum and its implementation differed significantly when administrators were differentiated by the degree of support that they gave Factors II [$F(1,37) = 5.31$, $p < 0.03$], III [$F(1,139) = 5.32$, $p < 0.03$], and IV [$F(1,138) = 10.39$, $p < 0.002$]. The qualitative difference between the responses given by administrators who strongly agreed and administrators who gave neutral responses was distinct, unlike many analyses, in that the former group found the social studies curriculum frequently satisfactory (means ranged from 4.11 to 4.17); however, the latter group found the curriculum occasionally to frequently satisfactory (means ranged from 3.58 to 3.68). (See Table 210.)

Table 207: The influence of Factors I - V on general curriculum content in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: General curriculum items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.71	(122)	3.63	(20)	3.40	(1)	< 1	2,140	
Factor II	3.73	(121)	3.48	(18)	----	(0)	3.23	1,137	0.08
Factor III	3.72	(120)	3.65	(21)	----	(0)	< 1	1,139	
Factor IV	3.75	(117)	3.40	(23)	----	(0)	8.37	1,138	0.004+
Factor V	3.72	(118)	3.52	(23)	3.89	(6)	1.66	2,144	0.19

+ Significantly different at $p < 0.05$.

Table 208: The influence of Factors I - V on curriculum content in Mathematics in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: Mathematics (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.94	(122)	3.50	(20)	4.38	(1)	2.91	2,140	0.06
Factor II	3.94	(121)	3.59	(18)	----	(0)	3.68	1,137	0.06
Factor III	3.91	(120)	3.71	(21)	----	(0)	1.04	1,139	0.31
Factor IV	3.98	(117)	3.52	(23)	----	(0)	7.79	1,138	0.006+
Factor V	3.88	(118)	3.84	(23)	4.16	(6)	< 1	2,144	

+ Significantly different at $p < 0.05$.

Table 209: The influence of Factors I - V on curriculum content in Arabic Language in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: Arabic Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.88	(122)	3.45	(20)	4.23	(1)	4.65	2,140	0.01**
Factor II	3.86	(121)	3.57	(18)	----	(0)	3.45	1,137	0.07
Factor III	3.85	(120)	3.63	(21)	----	(0)	2.40	1,139	0.12
Factor IV	3.90	(117)	3.41	(23)	----	(0)	13.06	1,138	0.0004†
Factor V	3.82	(118)	3.81	(23)	3.91	(6)	< 1	2,144	

† Significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to be significantly different from the medium responders [$p < 0.05$].

Table 210: The influence of Factors I - V on curriculum content in Social Studies in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: Social Studies (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	4.09	(122)	3.90	(20)	3.67	(1)	< 1	2,140	
Factor II	4.11	(121)	3.63	(18)	----	(0)	5.31	1,137	0.03†
Factor III	4.13	(120)	3.68	(21)	----	(0)	5.32	1,139	0.03†
Factor IV	4.17	(117)	3.58	(23)	----	(0)	10.39	1,138	0.03†
Factor V	4.05	(118)	4.07	(23)	4.39	(6)	< 1	2,144	

† Significantly different at $p < 0.05$.

Probably the most striking statistic was the relationship between the administrators' responses to the factors and the science curriculum, where the administrators' responses to all science items, first, second, and third grade science concepts differed significantly as a function of the administrators' responses to Factors II, III, and IV (see Table 211). In each case, administrators who strongly agreed with the factor found the science curriculum and its concepts significantly more satisfactory than administrators who gave neutral responses. Administrators who strongly agreed with the science curriculum items, or concepts, generally reported occasional to frequent satisfaction ("somewhat to good" fit of concepts), while administrators who gave only neutral responses reported rare to occasional satisfaction ("poor to somewhat" fit of concepts).

Both the teachers' responses and administrators' responses to curriculum content items were strongly related to the attitudes that they expressed toward the five factors identified by Part I Section B: Opinion Survey. Factors II and IV seemed to have the broadest effect on teachers' and administrators' responses to the curriculum content in grades 1 through 3. Both factors influenced teachers' responses to every subject matter topic except the items on science concepts in first, second, and third grade. In each analysis, teachers who strongly agreed with the factor also viewed the curriculum content most positively. Factor IV

Table 211: The influence of Factors I - V on curriculum content in Science in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: Science (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
All Science items:									
Factor I	3.42	(122)	2.92	(20)	3.89	(1)	2.47	2,140	0.09
Factor II	3.44	(121)	2.80	(18)	----	(0)	6.93	1,137	0.01†
Factor III	3.45	(120)	2.80	(21)	----	(0)	8.48	1,139	0.004†
Factor IV	3.48	(117)	2.85	(23)	----	(0)	9.31	1,138	0.003†
Factor V	3.38	(118)	3.35	(23)	3.04	(6)	< 1	2,144	
1st grade Science concepts:									
Factor I	3.23	(122)	2.86	(20)	4.57	(1)	1.68	2,140	0.19
Factor II	3.26	(121)	2.61	(18)	----	(0)	5.09	1,137	0.03†
Factor III	3.32	(120)	2.42	(21)	----	(0)	12.73	1,139	0.0005†
Factor IV	3.30	(117)	2.70	(23)	----	(0)	6.02	1,138	0.02†
Factor V	3.19	(118)	3.03	(23)	3.48	(6)	< 1	2,144	
2nd grade Science concepts:									
Factor I	3.26	(122)	2.71	(20)	3.25	(1)	1.98	2,140	0.14
Factor II	3.30	(121)	2.50	(18)	----	(0)	7.68	1,137	0.006†
Factor III	3.31	(120)	2.51	(21)	----	(0)	9.08	1,139	0.003†
Factor IV	3.30	(117)	2.73	(23)	----	(0)	5.07	1,138	0.03†
Factor V	3.24	(118)	3.07	(23)	2.79	(6)	< 1	2,144	
3rd grade Science concepts:									
Factor I	3.56	(122)	3.04	(20)	3.77	(1)	2.56	2,140	0.08
Factor II	3.56	(121)	2.99	(18)	----	(0)	5.39	1,137	0.02†
Factor III	3.56	(120)	2.98	(21)	----	(0)	6.70	1,139	0.01†
Factor IV	3.61	(117)	2.96	(23)	----	(0)	9.95	1,138	0.002†
Factor V	3.49	(118)	3.59	(23)	2.96	(6)	1.04	2,144	0.36

† Significantly different at $p < 0.05$.

Table 212: The influence of Factors I - V on all curriculum content in grades 1 - 3: Administrators

Type of Response:	High		Medium		Low				
Grades 1-3: All curriculum content items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.84	(122)	3.59	(20)	4.14	(1)	3.02	2,140	0.052
Factor II	3.83	(121)	3.63	(18)	----	(0)	3.06	1,137	0.08
Factor III	3.84	(120)	3.59	(21)	----	(0)	6.08	1,139	0.02†
Factor IV	3.86	(117)	3.51	(23)	----	(0)	12.33	1,138	0.0006†
Factor V	3.82	(118)	3.69	(23)	3.99	(6)	1.33	2,144	0.27

† Significantly different at $p < 0.05$.

also influenced administrators' responses to every subject matter area in grades 1 through 3, including the science concepts. Here, again, those administrators who strongly agreed with Factor IV also found the curriculum content most positive. It was also the concept of Factor IV that provided the few significant effects found with the supervisor group. Supervisors who strongly agreed with Factor IV reported greater satisfaction with the Arabic language curriculum, as well as the combined all subject matter analysis. Factor II influenced administrators' responses to all science items, science concepts items, and social studies items.

4. Specialized Teachers (Grades 4 through 6)

Islamic Studies

The responses given by the specialized teachers in Islamic studies to Islamic studies curriculum and its implementation differed significantly when these teachers were separated by the responses that they gave to Factor I [$F(1,266) = 3.89$, $p < 0.05$] and Factor IV [$F(1,280) = 12.79$, $p < 0.004$]. Within the sample of Islamic studies teachers, all teachers reported strong agreement or gave neutral responses to the items on Factors I through IV. Consequently, both significant analyses reflect a significant difference between teachers in strong agreement with the concepts in Factors I and IV and teachers who gave neutral responses to Factors I and IV. (See Table 213.) The mean response given by both those teachers who strongly agreed (mean of Factor I = 3.80; mean of Factor IV = 3.82) and those teachers who gave neutral responses (mean of Factor I = 3.63; mean of Factor IV = 3.53) to Factors I and IV indicated occasional to frequent satisfaction with the Islamic studies curriculum and its implementation. In each case, Islamic studies teachers who strongly agreed with Factor I or Factor IV reported more frequent satisfaction with the curriculum and its implementation. Islamic studies teachers' responses to Factors II, III, and V did not differ as a function of their responses to the Islamic studies curriculum items [Factor II - $F(2,284) = 1.45$, $p = 0.24$; Factor III - $F(1,281) = 2.33$, $p = 0.12$; and Factor V - $F(2,293) = 2.88$, $p = 0.06$].

Arabic Language

The responses given by Arabic studies teachers to Arabic studies curriculum items differed significantly when these teachers were separated by the response that they gave to Factors I [$F(2,167) = 6.76$, $p < 0.002$], II [$F(2,174) = 7.94$, $p < 0.0005$], III [$F(2,168) = 5.91$, $p < 0.003$], and IV [$F(2,170) = 9.61$, $p < 0.0001$]. (See Table 214.)

The Scheffe probe of the mean differences between the responses given to Arabic studies items by teachers who strongly agreed, strongly disagreed, or gave neutral responses to Factors I, II, and III found those teachers who

Table 215: The influence of Factors I - V on curriculum content in Islamic Education in grades 1 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 1-6: Islamic Education (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.80	(208)	3.63	(60)	----	(0)	3.89	1,266	0.05+
Factor II	3.79	(220)	3.69	(66)	3.04	(1)	1.45	2,284	0.24
Factor III	3.79	(245)	3.63	(38)	----	(0)	2.33	1,281	0.13
Factor IV	3.82	(217)	3.53	(65)	----	(0)	12.79	1,280	0.0004+
Factor V	3.82	(231)	3.62	(56)	3.64	(9)	2.88	2,293	0.06

+ Significantly different at $p < 0.05$.

Table 214: The influence of Factors I - V on curriculum content in Arabic Language in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Arabic Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.48	(134)	3.21	(35)	1.10	(1)	6.76	2,167	0.002***
Factor II	3.48	(138)	3.14	(38)	1.10	(1)	7.94	2,174	0.0005***
Factor III	3.46	(153)	3.20	(17)	1.10	(1)	5.91	2,168	0.003***
Factor IV	3.51	(139)	3.09	(33)	1.10	(1)	9.61	2,170	0.0001****
Factor V	3.46	(130)	3.27	(38)	2.91	(8)	2.56	2,173	0.08

*** A Scheffe pairwise comparison of the group means found the high responders and the medium responders to differ significantly from the low responders.

**** A Scheffe pairwise comparison of the group means found all three groups to differ significantly [p < 0.05].

strongly agreed or gave neutral responses reported significantly greater satisfaction with the Arabic studies curriculum and its implementation than teachers who strongly disagreed with these factors. However, the interpretation of these results is not possible since only one Arabic studies teacher disagreed with Factors I, II, and III. Therefore, the response cannot be considered a representative sample.

The Scheffe pairwise comparison test of the mean differences found between the responses given to Arabic language items by teachers who strongly agreed, strongly disagreed, or gave neutral responses to Factor IV found all three groups to differ significantly. Teachers who strongly agreed with Factor IV reported occasional to frequent satisfaction (mean = 3.51) with the Arabic language curriculum and its implementation. Teachers who gave neutral responses to Factor IV found the Arabic language curriculum only occasionally satisfactory (mean = 3.09). Again, only one Arabic studies teacher disagreed with Factor IV, thus compromising the meaning of the significant difference, found by the Scheffe post hoc analysis, between this single teacher and the other two groups.

The responses given by Arabic language teachers to Factor V did not differ as a function of the responses these same teachers gave to the Arabic language curriculum items [$F(2,173) = 2.56$, $p < 0.08$].

Mathematics

Mathematics teachers' responses to general mathematics curriculum items did not differ significantly as a function of their response to any Factor. (See Table 215.)

The degree of satisfaction reported by mathematics teachers towards the mathematics concepts in fourth and fifth grades differed significantly as a function of the responses given by the mathematics teachers to Factor II [$F(2,161) = 6.91$, $p < 0.001$ and $F(2,161) = 3.28$, $p < 0.04$ for fourth and fifth grade, respectively] and Factor III [$F(2,160) = 4.12$, $p < 0.02$ and $F(2,161) = 3.54$, $p < 0.03$ for fourth and fifth grade, respectively]. The responses given by mathematics teachers to any of the factors did not, in turn, differentiate the teachers' responses to sixth grade mathematics concepts. (See Table 216.)

The Scheffe pairwise comparisons test of the group means in the significant analyses identified for fourth and fifth grades mathematics concepts revealed the following group differences.

The degree of satisfaction given by the mathematics teacher to fourth grade mathematics concepts differed significantly when teachers were differentiated and grouped by the responses that they gave to Factor II. Teachers who strongly agreed or Factor II (mean = 2.51) found the mathematics concepts less satisfactory than those teachers who gave neutral responses to Factor II (mean = 3.59). Teachers who disagreed with Factor II ($n = 2$) were not

Table 215: The influence of Factors I - V on Mathematics concept items in curriculum content in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-general (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.63	(126)	3.64	(43)	----	(0)	< 1	1,167	
Factor II	3.69	(107)	3.69	(55)	3.79	(2)	< 1	2,161	
Factor III	3.61	(118)	3.58	(42)	3.64	(3)	< 1	2,160	
Factor IV	3.69	(111)	3.48	(38)	3.93	(1)	1.91	2,147	0.15
Factor V	3.68	(135)	3.67	(28)	2.87	(3)	2.98	2,163	0.06

Table 216: The influence of Factors I - V on Mathematics concept items in curriculum content in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-concepts (Part II Section A):	mean	(n)	mean	(n)	Mean	(n)	F	df	p
Math concepts in grades 4-6:									
Factor I	3.72	(126)	3.80	(43)	----	(0)	< 1	1,167	
Factor II	3.78	(107)	3.68	(55)	4.40	(2)	< 1	2,161	
Factor III	3.70	(118)	3.77	(42)	4.17	(3)	< 1	2,160	
Factor IV	3.85	(111)	3.52	(38)	4.32	(1)	1.63	2,147	0.20
Factor V	3.77	(135)	3.75	(28)	2.90	(3)	1.05	2,163	0.35
Math concepts in 4th grade:									
Factor I	2.75	(126)	3.33	(43)	----	(0)	3.01	1,167	0.08
Factor II	2.51	(107)	3.59	(55)	4.36	(2)	6.91	2,161	0.001**
Factor III	2.66	(118)	3.43	(42)	4.69	(3)	4.12	2,160	0.02*
Factor IV	2.73	(111)	3.15	(38)	4.33	(1)	< 1	2,147	
Factor V	2.92	(135)	3.23	(28)	1.44	(3)	1.30	2,163	0.28
Math concepts in 5th grade:									
Factor I	2.95	(126)	3.14	(43)	----	(0)	< 1	1,167	
Factor II	2.70	(107)	3.37	(55)	4.45	(2)	3.28	2,161	0.04*
Factor III	2.68	(118)	3.47	(42)	3.88	(3)	3.55	2,160	0.03**
Factor IV	2.86	(111)	3.09	(38)	4.18	(1)	< 1	2,147	
Factor V	2.91	(135)	3.36	(28)	1.39	(3)	1.90	2,163	0.15
Math concepts in 6th grade:									
Factor I	3.20	(126)	2.93	(43)	----	(0)	< 1	1,167	
Factor II	2.98	(107)	3.16	(55)	4.41	(2)	< 1	2,161	
Factor III	3.06	(118)	2.97	(42)	3.85	(3)	< 1	2,160	
Factor IV	3.05	(111)	3.03	(38)	4.45	(1)	< 1	2,147	
Factor V	3.14	(135)	3.11	(28)	2.94	(3)	< 1	2,163	

* A Scheffe pairwise comparison of the group means found no two group to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium responders.

significantly different from either those teachers who strongly agreed or those teachers who gave neutral responses to this factor. This was expected, because only two mathematics teachers reported disagreement with this factor. A large qualitative difference in the average degree of satisfaction towards fourth grade mathematics concepts between those teachers who strongly agreed and those teachers who gave neutral responses was found. Teachers who gave neutral responses to Factor II reported the fourth grade mathematics concepts fit "somewhat to well." Teachers who strongly agreed found these concepts to fit "poorly to somewhat."

The Scheffe pairwise comparison test of the mean response given to fourth grade mathematics concepts by the three groups of teachers who gave different levels of support to Factor III found no two groups to differ significantly.

The Scheffe pairwise comparison test of the mean response given to fifth grade mathematics concepts by the three groups of teachers who differed by the level of support that they gave Factor II found no two groups to differ significantly.

The degree of satisfaction given by mathematics teachers to the fifth grade mathematics concepts differed significantly when teachers were grouped by the degree to which they had agreed with Factor III. Those teachers who gave Factor III only neutral responses found the fifth grade concepts to fit "somewhat or well" (mean = 3.47); while, teachers who strongly agreed with Factor III found the fifth grade concepts to fit poorly (mean = 2.68). The latter difference represents a significant difference as defined by the Scheffe pairwise comparison test of the group means. Again, those teachers who disagreed ($n = 3$) did not differ from the other two groups which is not surprising, given the small sample size.

When the responses given by mathematics teachers to the concept items in fourth, fifth, and sixth grades were combined and used as the dependent measure, the mathematics teachers' responses to these items did not differ significantly when the teachers were grouped by the responses that they gave to any factor.

The mathematics teachers' responses to items addressing the grade level suitability of the mathematics concepts in fourth and fifth grade differed significantly depending on the teachers' responses to Factors I [$F(1,167) = 4.29$, $p < 0.04$; $F(1,167) = 5.44$, $p < 0.02$ for fourth and fifth grade, respectively], II [$F(2,161) = 8.06$, $p < 0.0005$ and $F(2,161) = 10.64$, $p < 0.0001$ for fourth and fifth grade, respectively], and III [$F(2,160) = 4.91$, $p < 0.009$ and $F(2,160) = 6.02$, $p < 0.003$ for fourth and fifth grade, respectively] . In each analysis, mathematics teachers, whether they strongly agreed or gave neutral responses to the Factor, reported that the mathematics concepts should be moved to a different grade. (See Table 217.) The mean

Table 217: The influence of Factors I - V on suitability of Mathematics concept according to grade level for grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-suitability (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Suitability for grades 4-6:									
Factor I	2.84	(126)	3.20	(43)	----	(0)	4.07	1,167	0.045*
Factor II	2.77	(107)	3.13	(55)	4.18	(2)	3.57	2,161	0.03*
Factor III	2.79	(118)	3.17	(42)	3.59	(3)	2.78	2,160	0.07
Factor IV	2.84	(111)	2.99	(38)	4.34	(1)	1.17	2,147	0.31
Factor V	2.88	(135)	3.11	(28)	3.30	(3)	< 1	2,163	
Suitability for 4th grade:									
Factor I	2.22	(126)	2.86	(43)	----	(0)	4.29	1,167	0.04*
Factor II	2.00	(107)	2.98	(55)	4.58	(2)	8.06	2,161	0.0005**
Factor III	2.12	(118)	2.92	(42)	3.95	(3)	4.91	2,160	0.009**
Factor IV	2.14	(111)	2.71	(38)	4.69	(1)	2.48	2,147	0.09
Factor V	2.36	(135)	2.80	(28)	1.56	(3)	1.14	2,163	0.32
Suitability for 5th grade:									
Factor I	2.27	(126)	2.93	(43)	----	(0)	5.44	1,167	0.02*
Factor II	1.99	(107)	3.08	(55)	4.41	(2)	10.64	2,161	0.0001**
Factor III	2.11	(118)	2.99	(42)	3.76	(3)	6.02	2,160	0.003**
Factor IV	2.22	(111)	2.61	(38)	4.25	(1)	1.56	2,147	0.21
Factor V	2.33	(135)	2.91	(28)	1.42	(3)	2.08	2,163	0.13
Suitability for 6th grade:									
Factor I	2.40	(126)	2.53	(43)	----	(0)	< 1	1,167	
Factor II	2.11	(107)	2.80	(55)	3.57	(2)	5.74	2,161	0.004**
Factor III	2.24	(118)	2.58	(42)	3.17	(3)	1.57	2,160	0.21
Factor IV	2.23	(111)	2.63	(38)	4.07	(1)	1.91	2,147	0.15
Factor V	2.40	(135)	2.41	(28)	3.21	(3)	< 1	2,163	

* Significantly different at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the low responders response of those teachers who gave Factor I, II, or III neutral responses, on the whole, suggested the concepts in fourth and fifth grade should be moved to a lower grade (range of means = 2.85 to 3.08). Teachers who strongly agreed with either Factor I, II, or III reported that the concepts in fourth or fifth grade should, on the average, be moved to a preparatory grade level (range of means = 1.99 to 2.27).

Mathematics teachers' responses to items on the grade level suitability of mathematics concepts in sixth grade differed significantly, depending on the teachers level of agreement with Factor II [F(2,160) = 5.74, $p < 0.004$]. Similar to the results found for fourth and fifth grade, those teachers who gave neutral responses to Factor II found the suitability of sixth grade concepts most appropriate in a lower grade (mean = 2.80). Teachers who strongly agreed with Factor II gave a mean response that suggested that the concepts should be moved to the preparatory school level (mean = 2.11).

The mean response given by mathematics teachers to the general mathematics curriculum and its implementation, mathematics concepts and their suitability combined, did not differ significantly, as a function of the teachers' responses to any factor. (See Table 218.)

Science

Science teachers' responses to general science curriculum items differed significantly when the science

Table 218: The influence of Factors I - V on curriculum content in all Mathematics in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-all items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.51	(126)	3.65	(43)	----	(0)	2.25	1,167	0.14
Factor II	3.55	(107)	3.55	(55)	4.18	(2)	1.57	2,161	0.21
Factor III	3.49	(118)	3.62	(42)	3.84	(3)	1.54	2,160	0.22
Factor IV	3.56	(111)	3.48	(38)	4.26	(1)	1.33	2,147	0.27
Factor V	3.54	(135)	3.68	(28)	3.24	(3)	1.53	2,163	0.22

teachers were differentiated by the responses they gave to Factors II [F(2,218) = 4.99, p < 0.008], IV [F(1,218) = 25.01, p < 0.0001], and V [F(1,222) = 12.63, p < 0.0005]. (See Table 219.) In all three significant analyses, science teachers who strongly agreed with the factor reported significantly greater satisfaction than those teachers who gave neutral responses to the factor. Again, the mean scores of each significantly different group reflected a small qualitative difference in responses so that teachers who strongly agreed were more likely to indicate frequent satisfaction than teachers who gave neutral responses.

Science teachers' responses to science concept items in fourth, fifth, and sixth grade were, for the most part, not differentiated by separating the science teachers by the degree of support that they gave to the factors. One exception is noted. The science teachers' responses to sixth grade science concept items differed significantly as a function of their responses to Factor V [F(1,222) = 4.25, p < 0.04]. Teachers who strongly agreed with Factor V found the sixth grade concepts more satisfactory (mean = 2.93) than teachers who gave neutral responses (mean = 2.24). The qualitative differences in response indicated by the mean suggests that those teachers who strongly agreed with Factor V found the sixth grade science concepts somewhat satisfactory. However, those teachers who gave neutral responses to Factor V found the same concepts to be

Table 2:9: The influence of Factors I - V on curriculum content in Science in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Science (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
All Science items:									
Factor I	3.55	(195)	3.48	(27)	----	(0)	< 1	1,220	
Factor II	3.58	(172)	3.36	(48)	2.57	(1)	3.48	2,218	0.03*
Factor III	3.54	(196)	3.46	(27)	----	(0)	< 1	1,221	
Factor IV	3.60	(177)	3.18	(43)	----	(0)	16.27	1,218	0.0001†
Factor V	3.60	(189)	3.18	(35)	----	(0)	14.06	1,222	0.0002†
General Science items:									
Factor I	3.51	(172)	3.48	(27)	----	(0)	< 1	1,220	
Factor II	3.56	(172)	3.27	(48)	2.38	(1)	4.99	2,218	0.008**
Factor III	3.50	(196)	3.48	(27)	----	(0)	< 1	1,221	
Factor IV	3.59	(177)	3.04	(43)	----	(0)	25.01	1,218	0.0001†
Factor V	3.85	(189)	3.18	(35)	----	(0)	12.63	1,222	0.0005†
4th grade Science concepts:									
Factor I	2.15	(195)	2.50	(27)	----	(0)	< 1	1,220	
Factor II	2.13	(172)	2.17	(48)	3.17	(1)	< 1	2,218	
Factor III	2.20	(196)	1.84	(27)	----	(0)	< 1	1,221	
Factor IV	2.06	(177)	2.41	(43)	----	(0)	1.23	1,218	0.27
Factor V	2.13	(189)	2.47	(35)	----	(0)	1.01	1,222	0.32
5th grade Science concepts:									
Factor I	2.72	(195)	2.64	(27)	----	(0)	< 1	1,220	
Factor II	2.68	(172)	2.47	(48)	3.33	(1)	< 1	2,218	
Factor III	2.61	(196)	2.76	(27)	----	(0)	< 1	1,221	
Factor IV	2.70	(177)	2.34	(43)	----	(0)	1.31	1,218	0.25
Factor V	2.74	(189)	2.29	(35)	----	(0)	1.84	1,222	0.18
6th grade Science concepts:									
Factor I	2.86	(195)	2.69	(27)	----	(0)	< 1	1,220	
Factor II	2.89	(172)	2.65	(48)	0.00	(1)	1.52	2,218	0.22
Factor III	2.78	(196)	3.05	(27)	----	(0)	< 1	1,221	
Factor IV	2.88	(177)	2.46	(43)	----	(0)	1.83	1,218	0.18
Factor V	2.93	(189)	2.24	(35)	----	(0)	4.25	1,222	0.04†
4th-6th grade Science concepts:									
Factor I	3.21	(195)	3.25	(27)	----	(0)	< 1	1,220	
Factor II	3.23	(172)	3.16	(48)	2.11	(1)	< 1	2,218	
Factor III	3.18	(196)	3.29	(27)	----	(0)	< 1	1,221	
Factor IV	3.27	(177)	2.85	(43)	----	(0)	7.00	1,218	0.009†
Factor V	3.27	(189)	2.86	(35)	----	(0)	5.80	1,222	0.02†

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† Significantly different at $p < 0.05$.

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found the high group to differ significantly from the medium group.

unsatisfactory. No other factor by concept analysis was significant; therefore, this suggested that science teachers' attitudes toward the concepts in Factors I through V in fourth and fifth grades and I through IV in sixth grade did not influence how they viewed the curriculum concepts in fourth, fifth, and sixth grades.

When the science teachers' responses to all concept items from fourth through sixth grade were combined and used as a dependent measure, the science teachers' responses differed significantly as a function of their responses to Factors IV $[F(1,218) = 6.10, p < 0.009]$ and V $[F(1,222) = 5.80, p < 0.2]$. In each case, science teachers in strong agreement with either Factor IV or V found the concepts more satisfactory than teachers who gave the factors only neutral responses. Science teachers who strongly agreed (mean = 3.27 and 3.27 for Factors IV and V, respectively) or gave neutral responses (mean = 2.85 and 2.86 for Factors IV and V, respectively) both found the science concepts in fourth through sixth grade to be somewhat satisfactory.

When all science items (general, and fourth, fifth, and sixth grade concepts) were combined and used as the dependent measure, science teachers' responses to these items were significantly different when they were grouped by the degree of support that they gave to Factors II $[F(2,218) = 3.48, p < 0.03]$, IV $[F(1,218) = 16.27, p , 0.0001]$, and V $[F(1,222) = 14.06, p < 0.0002]$. Again, in the analyses on Factors IV and V, those teachers who strongly agreed differed significantly from those teachers who gave neutral responses. This reflected the results obtained from the analyses of portions of this curriculum content area. The Scheffe pairwise comparison test of the group means when Factor II was considered found no two groups to differ significantly. Generally, science teachers in strong agreement with either Factor II, IV, or V reported greater satisfaction with the science curriculum, its concepts, and its implementation than science teachers who gave neutral responses to the factors.

The science teachers' response to science curriculum items, as well as science concepts, did not ever differ as a function of their responses to either Factor I or Factor III.

Social Studies

The responses given by social studies teachers to the social studies items differed significantly when the teachers were separated and grouped by the responses that they gave to Factors I [$F(1,108) = 7.04$, $p < 0.01$] and IV [$F(1,112) = 4.21$, $p < 0.05$]. (See Table 220.) In each case, all social studies teachers were found to either strongly agree or give neutral responses to the factors; consequently, the significant analyses result from a significant difference between these two groups. Social studies teachers who strongly agreed with Factors I and IV (mean response of 3.77 and 3.77 for Factor I and Factor IV,

Table 220: The influence of Factors I - V on curriculum content in Social Studies in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: Social studies (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.77	(96)	3.39	(14)	----	(0)	7.04	1,108	0.03[†]
Factor II	3.74	(88)	3.69	(25)	----	(0)	< 1	1,111	
Factor III	3.74	(94)	3.64	(18)	----	(0)	< 1	1,110	
Factor IV	3.77	(87)	3.54	(27)	----	(0)	4.22	1,112	0.04[†]
Factor V	3.75	(83)	3.57	(26)	4.01	(4)	1.85	2,110	0.16

[†] Significantly different at $p < 0.05$.

respectively) found the social studies curriculum and its implementation more satisfactory than social studies teachers who gave only neutral responses to these factors (mean response of 3.39 and 3.54 for Factor I and IV, respectively). The differences between these two groups in each analysis were small, but significant, qualitative differences. Both groups found the social studies curriculum and its implementation occasionally to frequently satisfactory. Social studies teachers' responses to social studies curriculum items did not differ as a function of the response these teachers gave to Factors II [$F(1,111) < 1$], III [$F(1,110) < 1$], or V [$F(2,110) = 1.85$, $p = 0.16$].

English Language

The responses given by English language teachers to English language curriculum items differed significantly when the English language teachers were grouped by the degree of support that they gave to Factors II [$F(1,180) = 5.90$, $p < 0.02$], IV [$F(1,173) = 6.02$, $p < 0.02$], and V [$F(2,178) = 7.98$, $p < 0.0005$]. (See Table 221.) All English language teachers reported either neutral responses or strong agreement with Factors II through IV. Consequently, the significance defined by the ANOVA from Factors II and IV reflected a significant difference in responses to English language curriculum items between those English language teachers who strongly agreed or gave neutral responses. In each case, those teachers who strongly agreed found the curriculum and its implementation more satisfactory than those teachers who gave neutral responses. The mean response given by both groups fell between the responses of occasional to frequent satisfaction.

5. Supervisors

Only a small number of supervisors responded to each section of the curriculum content items on the material taught by specialized teachers. (See Tables 222 - 230.)

When supervisors were separated and grouped by their responses to the factors, identified in Part I, Section B: Opinion Survey, Supervisors, most were found to report strong agreement with each factor. Frequently, the number of supervisors who gave neutral responses was below five, thus, compromising the statistical analysis of the differences. These latter differences were very small. As indicated previously, the supervisor group tends to be a very homogeneous population.

V. Differences in the Responses Given by Academic Personnel to Theory, Practice or Process, Resources, and Curriculum Content Items

A. THEORY

The parametric analysis of the responses of the teachers, supervisors, and administrators to "Learning Objective" items revealed no significant differences between

Table 221: The influence of Factors I - V on curriculum content in English Language in grades 4 - 6: Teachers

Type of Response:	High		Medium		Low				
Grades 4-6: English Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.78	(132)	3.74	(48)	----	(0)	< 1	1,178	
Factor II	3.82	(121)	3.64	(61)	----	(0)	5.90	1,180	0.02†
Factor III	3.77	(124)	3.77	(54)	----	(0)	< 1	1,176	
Factor IV	3.83	(118)	3.64	(57)	----	(0)	6.02	1,173	0.02†
Factor V	3.88	(97)	3.63	(69)	3.54	(15)	7.98	2,178	0.0005***

† Significantly different at p < 0.05.

*** A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium and low responders.

Table 222: The influence of Factors I - V on curriculum content in Islamic Education in grades 1 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 1-6: Islamic Education (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.81	(14)	4.02	(6)	----	(0)	< 1	1,18	
Factor II	3.94	(18)	3.24	(3)	----	(0)	5.76	1,19	0.03†
Factor IV	4.04	(15)	3.36	(4)	----	(0)	7.95	1,17	0.02†
Factor V	3.92	(15)	3.76	(4)	3.27	(3)	2.14	2,19	0.15

† A Scheffe pairwise comparison of the group means found the high responders to differ significantly from the medium responders.

Note: All supervisors with teaching experience in Islamic Education reported strong agreement (high) towards the items in Factor III.

Table 223: The influence of Factors I - V on curriculum content in Arabic Language in grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Arabic Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.56	(20)	3.49	(3)	----	(0)	< 1	1,21	
Factor II	3.56	(24)	3.43	(1)	----	(0)	< 1	1,23	
Factor III	3.60	(19)	3.24	(4)	----	(0)	2.36	1,21	0.14
Factor IV	3.58	(21)	3.14	(2)	----	(0)	1.89	1,21	0.18
Factor V	3.57	(20)	3.58	(3)	4.07	(1)	< 1	2,21	

Table 224: The influence of Factors I - V on general Mathematics items in curriculum content in grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: General Mathematics items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.73	(25)	3.52	(2)	----	(0)	< 1	1,25	
Factor II	3.75	(23)	3.14	(3)	----	(0)	< 1	1,24	
Factor III	3.72	(22)	3.29	(3)	----	(0)	1.68	1,23	0.21
Factor IV	3.75	(24)	3.41	(3)	----	(0)	1.07	1,25	0.31
Factor V	3.73	(24)	3.39	(1)	----	(0)	< 1	1,23	

Table 225: The influence of Factors I - V on Mathematics concept items in curriculum content in grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-concepts (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Math concepts in grades 4-6:									
Factor I	3.91	(25)	3.18	(2)	----	(0)	4.11	1,25	0.06
Factor II	3.85	(23)	3.79	(3)	----	(0)	< 1	1,24	
Factor III	3.86	(22)	3.82	(3)	----	(0)	< 1	1,23	
Factor IV	3.90	(24)	3.53	(3)	----	(0)	1.37	1,25	0.25
Factor V	3.88	(24)	3.22	(1)	----	(0)	1.45	1,23	0.24
Math concepts in 4th grade:									
Factor I	3.61	(25)	2.96	(2)	----	(0)	< 1	1,25	
Factor II	3.54	(23)	3.58	(3)	----	(0)	< 1	1,24	
Factor III	3.72	(22)	3.49	(3)	----	(0)	< 1	1,23	
Factor IV	3.57	(24)	3.46	(3)	----	(0)	< 1	1,25	
Factor V	3.55	(24)	3.15	(1)	----	(0)	< 1	1,23	
Math concepts in 5th grade:									
Factor I	3.82	(25)	2.96	(2)	----	(0)	3.58	1,25	0.07
Factor II	3.75	(23)	3.67	(3)	----	(0)	< 1	1,24	
Factor III	3.77	(22)	3.69	(3)	----	(0)	< 1	1,23	
Factor IV	3.82	(24)	3.23	(3)	----	(0)	2.38	1,25	0.14
Factor V	3.79	(24)	2.92	(1)	----	(0)	1.67	1,23	0.21
Math concepts in 6th grade:									
Factor I	4.17	(25)	3.68	(2)	----	(0)	1.54	1,25	0.22
Factor II	4.12	(23)	4.15	(3)	----	(0)	< 1	1,24	
Factor III	4.12	(22)	4.36	(3)	----	(0)	< 1	1,23	
Factor IV	4.15	(24)	3.94	(3)	----	(0)	< 1	1,25	
Factor V	4.15	(24)	3.64	(1)	----	(0)	< 1	1,23	

Table 226: The influence of Factors I - V on suitability of Mathematics concept according to grade level for grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-suitability (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Suitability for grades 4-6:									
Factor I	2.69	(25)	3.16	(2)	----	(0)	< 1	1,25	
Factor II	2.74	(23)	2.86	(3)	----	(0)	< 1	1,24	
Factor III	2.68	(22)	3.47	(3)	----	(0)	1.47	1,23	0.24
Factor IV	2.71	(24)	2.87	(3)	----	(0)	< 1	1,25	
Factor V	2.76	(24)	3.08	(1)	----	(0)	< 1	1,23	
Suitability for 4th grade:									
Factor I	2.36	(25)	3.81	(2)	----	(0)	1.68	1,25	0.21
Factor II	2.41	(23)	2.89	(3)	----	(0)	< 1	1,24	
Factor III	2.59	(22)	2.54	(3)	----	(0)	< 1	1,23	
Factor IV	2.39	(24)	3.11	(3)	----	(0)	< 1	1,25	
Factor V	2.44	(24)	3.62	(1)	----	(0)	< 1	1,23	
Suitability for 5th grade:									
Factor I	1.89	(25)	3.48	(2)	----	(0)	2.62	1,25	0.12
Factor II	1.89	(23)	2.88	(3)	----	(0)	1.34	1,24	0.26
Factor III	1.94	(22)	2.46	(3)	----	(0)	< 1	1,23	
Factor IV	1.88	(24)	3.03	(3)	----	(0)	1.92	1,25	0.18
Factor V	1.95	(24)	3.36	(1)	----	(0)	< 1	1,23	
Suitability for 6th grade:									
Factor I	2.33	(25)	2.18	(2)	----	(0)	< 1	1,25	
Factor II	2.27	(23)	2.79	(3)	----	(0)	< 1	1,24	
Factor III	2.38	(22)	1.90	(3)	----	(0)	< 1	1,23	
Factor IV	2.29	(24)	2.50	(3)	----	(0)	< 1	1,25	
Factor V	2.33	(24)	2.36	(1)	----	(0)	< 1	1,23	

Table 227: The influence of Factors I - V on curriculum content in all Mathematics in grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Mathematics-all items (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.56	(25)	3.27	(2)	----	(0)	1.10	1,25	0.30
Factor II	3.57	(23)	3.34	(3)	----	(0)	< 1	1,24	
Factor III	3.53	(22)	3.60	(3)	----	(0)	< 1	1,23	
Factor IV	3.57	(24)	3.23	(3)	----	(0)	2.20	1,25	0.15
Factor V	3.58	(24)	3.21	(1)	----	(0)	< 1	1,23	

Table 228: The influence of Factors I - V on curriculum content in Science in grades 4 - 6. Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Science (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
All Science items:									
Factor I	3.74	(25)	4.08	(1)	----	(0)	< 1	1,24	
Factor II	3.76	(21)	3.70	(5)	----	(0)	< 1	1,24	
Factor III	3.75	(24)	3.82	(2)	----	(0)	< 1	1,24	
Factor IV	3.71	(23)	4.08	(3)	----	(0)	1.73	1,24	0.20
Factor V	3.74	(20)	3.64	(5)	----	(0)	< 1	1,23	
General Science items:									
Factor I	3.70	(25)	3.90	(1)	----	(0)	< 1	1,24	
Factor II	3.73	(21)	3.62	(5)	----	(0)	< 1	1,24	
Factor III	3.69	(24)	3.88	(2)	----	(0)	< 1	1,24	
Factor IV	3.67	(23)	4.00	(3)	----	(0)	1.70	1,24	0.21
Factor V	3.68	(20)	3.68	(5)	----	(0)	< 1	1,23	
4th grade Science concepts:									
Factor I	3.89	(25)	4.33	(1)	----	(0)	< 1	1,24	
Factor II	3.85	(21)	4.17	(5)	----	(0)	< 1	1,24	
Factor III	3.90	(24)	4.00	(2)	----	(0)	< 1	1,24	
Factor IV	3.87	(23)	4.22	(3)	----	(0)	< 1	1,24	
Factor V	3.94	(20)	3.57	(5)	----	(0)	< 1	1,23	
5th grade Science concepts:									
Factor I	3.92	(25)	4.33	(1)	----	(0)	< 1	1,24	
Factor II	3.96	(21)	3.83	(5)	----	(0)	< 1	1,24	
Factor III	3.93	(24)	4.00	(2)	----	(0)	< 1	1,24	
Factor IV	3.88	(23)	4.38	(3)	----	(0)	1.58	1,24	0.22
Factor V	3.95	(20)	3.73	(5)	----	(0)	< 1	1,23	
6th grade Science concepts:									
Factor I	3.94	(25)	4.20	(1)	----	(0)	< 1	1,24	
Factor II	3.99	(21)	3.76	(5)	----	(0)	< 1	1,24	
Factor III	3.97	(24)	3.70	(2)	----	(0)	< 1	1,24	
Factor IV	3.94	(23)	4.03	(3)	----	(0)	< 1	1,24	
Factor V	3.96	(20)	3.78	(5)	----	(0)	< 1	1,23	
4th-6th grade Science concepts:									
Factor I	3.40	(25)	4.00	(1)	----	(0)	< 1	1,24	
Factor II	3.43	(21)	3.42	(5)	----	(0)	< 1	1,24	
Factor III	3.42	(24)	3.56	(2)	----	(0)	< 1	1,24	
Factor IV	3.36	(23)	3.96	(3)	----	(0)	1.90	1,24	0.18
Factor V	3.37	(20)	3.36	(5)	----	(0)	< 1	1,23	

Table 229: The influences of Factors I - V on curriculum content in Social Studies in grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: Social studies (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor I	3.64	(18)	3.95	(3)	----	(0)	1.20	1,19	0.29
Factor II	3.68	(21)	3.04	(1)	----	(0)	2.19	1,20	0.15
Factor III	3.81	(14)	3.43	(5)	----	(0)	3.18	1,17	0.09
Factor IV	3.61	(17)	4.00	(4)	----	(0)	2.44	1,19	0.13
Factor V	3.78	(18)	3.24	(3)	4.08	(1)	3.28	2,19	0.06

Table 230: The influence of Factors I - V on curriculum content in English Language in Grades 4 - 6: Supervisors

Type of Response:	High		Medium		Low				
Grades 4-6: English Language (Part II Section A):	mean	(n)	mean	(n)	mean	(n)	F	df	p
Factor II	3.45	(9)	3.26	(3)	----	(0)	< 1	1,10	
Factor III	3.35	(8)	3.25	(3)	----	(0)	< 1	1,9	
Factor IV	3.34	(13)	3.59	(2)	----	(0)	< 1	1,13	
Factor V	3.34	(13)	3.55	(4)	3.66	(1)	< 1	1,15	

Note: All supervisors with teaching experience in English strongly agreed (high) with Factor I.

these three groups [F(2,1386) = 1.18, p = 0.31]. The mean responses given by teachers (mean = 3.80), supervisors (mean = 3.79), and administrators (mean = 3.90) indicated general agreement with the items on "learning objectives," as indicated in Table 231.

B. PRACTICE AND PROCESS

As indicated in Table 232, no significant differences were found between the responses given by teachers, supervisors, and administrators to "Educational Practice and Process" items [F(2,1541) = 1.92, p = 0.15 - Classroom Activities; and F(2,773) = 1.94, p = 0.15 - Assessment]. The magnitude of response given by all three personnel groups on assessment items (means of 3.84, 3.76, and 3.74 for teachers, supervisors, and administrators, respectively) indicated "frequent" compliance (or agreement) with the methods of assessment. All three groups reported slightly less compliance (or agreement) with the classroom activity items (means of 3.32, 3.22, and 3.41 for teachers, supervisors, and administrators, respectively). The preferred response was closer to "somewhat" satisfactory.

C. RESOURCES

As shown in Table 233, the responses of the teachers, supervisors, and administrators were clearly similar for items on the availability of and satisfaction with the Educational Resources of textbooks and teacher's manuals

Table 231: The effect of position as teacher, supervisor, or administrator on Omani educational objectives

Level:	Teacher	Supervisor	Administrator			
Dependent Measure	mean (n)	mean (n)	mean (n)	F	df	p
Educational Objectives (Part I Section C)	3.80 (1148)	3.79 (132)	3.90 (109)	1.18	2,1386	0.31

Table 232: The effect of position as teacher, supervisor, or administrator on classroom instruction and assessment

Level:	Teacher	Supervisor	Administrator			
Dependent Measure	mean (n)	mean (n)	mean (n)	F	df	p
Classroom Activities (Part II Section B)	3.32 (1324)	3.22 (119)	3.41 (101)	1.92	2,1541	0.15
Assessment (Part II Section G)	3.84 (641)	3.76 (62)	3.74 (73)	1.94	2,773	0.15

Table 233: The effect of position as teacher, supervisor, or administrator on staff, facilities, equipment, textbook, and teacher's manual

Level:	Teacher	Supervisor	Administrator			
Dependent Measure	mean (n)	mean (n)	mean (n)	F	df	p
Staff (Part II Section C)	3.36 (1437)	3.55 (140)	3.50 (146)	7.03	2,1720	0.001*
Facilities and Equipment (Part II Section D)	2.64 (1320)	2.82 (125)	2.76 (122)	2.92	1,1564	0.06
Textbook (Part II Section E)	3.80 (1607)	3.89 (133)	3.87 (121)	1.62	2,1858	0.20
Teacher's Manual (Part II Section F)	3.67 (761)	3.65 (54)	3.74 (52)	< 1	2,864	

* A Scheffe pairwise comparison of the group means found the supervisors to differ significantly from the teachers [$p < 0.05$].

[F(2,1858) = 1.62, p = 0.20 - Textbooks; and F(2,861) < 1 - Teacher's Manual]. In general, all three personnel groups found the textbooks and teacher's manuals to be "somewhat" to "frequently" satisfactory (means of 3.80, 3.89, and 3.87 for textbook items and 3.67, 3.65, and 3.74 for teacher's manuals items for teachers, supervisors, and administrators, respectively).

Differences in responses between the three personnel groups to staff items and facilities and equipment items proved to be significant in regard to the former items [F(2,1720) = 7.03, p = 0.001] and marginally significant to the latter items [F(2,1564) = 2.92, p = 0.057]. In response to staff items, a Scheffe pairwise comparison test of the group means found teachers to agree less often (mean = 3.36) than supervisors (mean = 3.55); however, the administrators' mean response (mean = 3.50) fell near to the supervisors' mean response, but not statistically different from either the teachers' or supervisors' responses . A similar trend can be seen between the personnel groups responses to facility and equipment items although these differences were only marginally significant (means of 2.64, 2.82, and 2.76 for teachers, supervisors, and administrators, respectively). In general, all three groups reported "occasional to frequent" satisfaction with (or availability of) the staff, while reporting "rare to occasional" satisfaction with the facilities and equipment. In each case, teachers were more likely to report the lesser response.

D. CURRICULUM CONTENT

1. Classroom Teachers (Grades 1 through 3)

Teachers and supervisors with classroom teaching experience, as well as all administrators, answered all items on subject matter taught in the grades 1 through 3. As mentioned previously, nine dependent variables were isolated from the items on the curriculum content in grades 1 though 3. A comparison of each personnel group's responses to the items within each of the nine dependent variables is presented in this section.

Statistically significant differences between the responses of the teachers, supervisors, and administrators to the curriculum content and its implementation in grades 1 through 3 was found in the analyses of general curriculum content items [$F(2,1127) = 3.33$, $p < 0.04$]; mathemtatics [$F(2,1127) = 3.44$, $p < 0.03$], first grade science content [$F(2,1127) = 6.78$, $p < 0.001$], second grade science content [$F(2,1127) = 12.91$, $p < 0.0001$], third grade science content [$F(2,1127) = 6.17$, $p < 0.0$[illegible]2]; and the combined items from all subject matter topics, "all content" [$F(2,1127) = 3.79$, $p < 0.02$]. The Scheffe pairwise comparison test of each significant analysis revealed the following group differences (see Table 234).

Table 234: The effect of position as teacher, supervisor, or administrator on curriculum content in grades 1 - 3

Level:	Teacher	Supervisor	Administrator		
Dependent Measure	mean	mean	mean	$F_{(2,1127)}$	p
n :	936	44	150		
All Curriculum Content items:	3.70	3.80	3.81	3.33	0.04*
General Education:	3.56	3.75	3.70	3.79	0.02*
Arabic Language:	3.83	3.94	3.84	< 1	
Social Studies:	4.10	4.28	4.08	1.27	0.28
Mathematics:	3.78	3.99	3.89	3.44	0.03*
All Science Content:	3.30	3.29	3.36	< 1	
1st grade:	2.72	3.02	3.16	6.78	0.001**
2nd grade:	3.59	3.27	3.19	12.91	0.0001***
3rd grade:	3.11	3.27	3.49	6.17	0.002**

* A Scheffe pairwise comparison of the group means found no two groups to differ at $p < 0.05$.

** A Scheffe pairwise comparison of the group means found administrators and teachers to differ significantly [$p < 0.05$].

*** A Scheffe pairwise compariosn of the group means found administrators and supervisors to differ significantly from teachers [$p < 0.05$].

The Scheffe probe of the group differences in responses to general curriculum content items, mathematics items, and all content items did not find any two groups to differ significantly. However, in each analysis the general trend found teachers reported less satisfaction with the curriculum than supervisors and administrators. The mean responses given by the latter two groups were always very similar. In response to general curriculum content items all three groups reported occasional to frequent satisfaction (teachers = 3.56, supervisors = 3.75, and administrators = 3.70). Administrators (mean = 3.89) and supervisors (mean = 3.99) reported frequent satisfaction with the mathematics curriculum and its implementation; while, teachers (mean = 3.78) found the mathematics curriculum slightly less satisfactory. When all curriculum content (grades 1 through 3) items were combined, all three groups (teachers = 3.70, supervisors = 3.80, and administrators = 3.81) gave mean responses that demonstrated frequent satisfaction with the curriculum and its implementation.

The Scheffe probe of the group differences in response to first, second, and third grade science items found the administrators' responses to differ significantly from the teachers' responses. In one case, second grade science content, supervisors also differed from teachers. In each analysis, teachers were found to report the least satisfaction with the science content in grades 1 through 3.

Generally, teachers reported only "rare to occasional" satisfaction (first grade = 2.72, second grade = 2.59, and third grade = 3.11). Administrators (first grade = 3.16, second grade = 3.19, and third grade = 3.49) and supervisors (first grade = 3.02, second grade = 3.27, and third grade = 3.27) indicated "occasional to frequent" satisfaction with the science content in grades 1 through 3.

No differences between the responses of teachers, supervisors, or administrators were found in the analyses of Arabic language [$F(2,1127) < 1$], social studies [$F(2,1127) = 1.27$, $p = 0.28$], or the analysis of the combined science items [$F(1,1127) < 1$].

2. Specialized Teachers (Grades 4 through 6)

Specialized teachers and supervisors with previous experience in a similar subject matter gave similar responses to curriculum content items on Islamic studies [$F(1,333) < 1$], Arabic language [$F(1,206) < 1$], social studies [$F(1,220) = 2.44$, $p = 0.12$] and mathematics items on general mathematics curriculum content [$F(1,223) < 1$], fourth and fifth grade concepts [$F(1,223) = 1.72$, $p = 0.19$ and $F(1,223) = 3.58$, $p < 0.06$, respectively], and, any mathematics suitability items [$F(1,223) < 1$; $F(1,223) = 3.17$, $p = 0.08$; and $F(1.223) < 1$ for fourth, fifth, and sixth grade suitability items]. (see Tables 235, 236, 237, and 238).

Table 235: The effect of position as teacher or supervisor on currriculum content in Islamic Education in grades 1 - 6

Level:	Teacher	Supervisor		
Dependent Measure	mean	mean	$F_{(1,333)}$	p
n :	313	22		
Islamic Education:	3.78	3.81	< 1	

Table 236: The effect of position as teacher or supervisor on curriculum content in Arabic Language in grades 4 - 6

Level:	Teacher	Supervisor		
Dependent Measure	mean	mean	$F_{(1,206)}$	p
n :	183	25		
Arabic Language:	3.41	3.56	< 1	

Table 237: The effect of position as teacher or supervisor on curriculum content in Social Studies in grades 4 - 6

Level:	Teacher	Supervisor		
Dependent Measure	mean	mean	$F_{(1,220)}$	p
n :	199	23		
Social Studies:	3.87	3.68	2.44	0.12

Table 238: The effect of position as teacher or supervisor on curriculum content in Mathematics in grades 4 - 6

Level:	Teacher	Supervisor		
Dependent Measure n :	mean 198	mean 27	$F_{(1,223)}$	p
All Mathematics Content:	3.51	3.48	< 1	
General Math content:	3.67	3.71	< 1	
Math Concepts				
4th grade:	3.08	3.56	1.72	0.19
5th grade:	3.12	3.76	3.58	0.06
6th grade:	3.17	4.13	8.59	0.004*
4th-6th grade:	3.79	3.86	< 1	
Math Concept Suitability				
4th grade:	2.57	2.47	< 1	
5th grade:	2.58	2.00	3.17	0.08
6th grade:	3.27	2.32	< 1	
4th -6th grade:	3.00	2.73	2.68	0.10

* Significantly different at $p < 0.05$.

Specialized teachers in mathematics (grades 4 through 6) differed significantly from supervisors, with previous teaching experience in mathematics (grades 4 through 6), in the degree of satisfaction that they expressed for sixth grade mathematics concepts [F(1,223) = 8.59, $p < 0.004$]. In response to sixth grade mathematics concept items, supervisors found the current concepts to fit "well" (mean = 4.13). Teachers found these concepts to fit only "somewhat" (mean = 3.17). This difference in reponse to the sixth grade mathematics concepts was the only significant difference found between teachers and supervisors on the mathematics curriculum content (Table 238).

Science items drew the greatest and most consistent differences in responses from science teachers and supervisors, with teaching experience in science. In response to the concepts presented within each grade level supervisors reported a much greater degree of satisfaction than teachers [F(1,257) = 22.40, $p < 0.0001$; F(1,257) = 12.25, $p < 0.0005$; F(1,257) = 9.31, $p < 0.003$ for fourth, fifth, and sixth grade science, respectively]. The qualitative difference in response to each grade level indicated that while supervisors found the concepts to fit "well" (means of 3.91, 3.94, and 3.93 for fourth, fifth, and sixth grade), teachers found the concepts to fit "poorly to somewhat" (means of 2.19, 2.65, and 2.85 for fourth, fifth, and sixth grade, respectively). Items on the general science curriculum, as well as the overall analysis of all science items did not elicit similar differences in response (Table 239).

Finally, specialized teachers of the English language differed significantly from supervisors, who had teaching experience in English language, in the responses that they gave to English language curriculum content items [F(1,223) = 8.62, p < 0.004]. Teachers reported greater satisfaction with the English language curriculum and its implementation than supervisors, although the difference in the mean response given by both groups was qualitatively small (teachers = 3.76 and supervisors = 3.46) (Table 240).

In summary, the most consistent differences in response between the personnel groups to curriculum content items occured in response to science concepts at all grade levels. In each case, teachers found less satisfaction with the concepts than either administrators (grades 1, 2, and 3) or supervisors (grades 2, 4, 5, and 6). The qualitative differences in response between teachers, on the one hand, and supervisors and administrators, on the other hand, was large and reflects a strong dissatisfaction by the teachers for the science concepts taught in grades 1 through 6, and an equally strong satisfaction towards these concepts by supervisors and administrators.

Other significant differences between the personnel groups appeared in the analysis of English language (grades 4 through 6), mathematics (grades 1 through 3), grade 5 mathematics concepts, and general curriculum content in

Table 239: The effect of position as teacher or supervisor on curriculum content in Science in grades 4 - 6

Level:	Teacher	Supervisor		
Dependent Measure	mean	mean	$F_{(1,257)}$	p
n :	233	26		
All Science Content:	3.54	3.75	1.28	0.26
General Science:	3.51	3.71	2.12	0.15
Science Content				
4th grade:	3.19	3.91	22.40	0.0000†
5th grade:	2.65	3.94	12.25	0.0005†
6th grade:	2.85	3.95	9.31	0.003†
4th - 6th grade:	3.72	3.93	1.87	0.11

† Significantly different at $p < 0.05$

Table 240: The effect of position as teacher or supervisor on curriculum content in English Language in grades 4 - 6

Level:	Teacher	Supervisor		
Dependent Measure	mean	mean	$F_{(1,223)}$	p
n :	201	24		
English Language:	3.76	3.46	8.62	0.004†

† Significantly different at $p < 0.05$.

grades 1 through 3. In all but the English language analysis, a general trend for a lower level of satisfaction by the teacher was evident. In regards to the English language curriculum, teachers reported slightly, but significantly, more satisfaction than supervisors.

Chapter 6

SUMMARY AND RECOMMENDATIONS

THEORY

By their responses to the items from Part I Section B: Opinion Survey, teachers, supervisors, and administrators demonstrated that their opinions of the educational philosophy adopted by the designers of the new Omani curriculum were strong and similar to the concepts the designers of the new Omani curriculum had intended. The items in this section of the questionnaire assessed several key concepts (Factor variables) that were used in further analyses of the data. A summary of the concepts identified by Part I Section B: Opinion Survey included the following:

What is the importance of

I. developing the students' personalities?

II. promoting a democratic approach in teaching?

III. emphasizing the curriculum centered on the student?

IV. integrating the curriculum and the social and cultural heritage?

V. developing the students' critical thinking skills?

Data analyses sought to identify how belief, or (in those infrequent cases) disbelief, in these key concepts affected the attitudes of the teachers, supervisors, and administrators towards other areas of curriculum development and the educational process, such as assessment, learning objectives, staff availability, and curriculum content.

Although the teachers, supervisors, and administrators showed a high degree of uniformity in their responses to this section, the administrators and supervisors showed the greatest uniformity in response. This was not unexpected since most administrators were of Omani nationality and consequently were vested with the culture and heritage of Oman. The supervisors were the more experienced educators and were responsible for the introduction and successful implementation of the curriculum. Teachers, on the other hand, showed more varied responses because of the diversity of this group in cultural and educational backgrounds and teaching experience.

Typically, throughout the analyses of the their responses to items of the questionnaire, the supervisors and, to a lesser extent, the administrators continued to show uniformity in their responses. Later analyses, which investigated the effect of both demographic independent variables and the Factor variables (listed above) on the responses of the teachers, supervisors, and administrators, revealed two general points: (a) supervisors, as a group, are homogeneous in nature, and (b) administrators, regardless of their backgrounds, responded uniformly to all questionnaire items. Administrator responses did, in fact, reflect the Omani curriculum designers' intentions.

Teachers, on the other hand, varied in their responses to questionnaire items as a function of both demographic and Factor variables. The varied responses of the teachers suggested that the diversity of the teachers' group influenced the degree to which the teachers found compliance and agreement with the curriculum designers' intentions.

Although all the groups of teachers, supervisors, and administrators had a high degree of agreement with the educational philosophy of the new Omani curriculum, the teachers, because of their varied backgrounds, need more detailed communication of the philosophy. It is recommended that the educational philosophy of the new Omani curriculum be more clearly and concisely explicated to the teachers to insure comprehension of the designers' intentions.

From the items of Part I Section C: Learning Objectives, the statistical analysis compared the views of the teachers, supervisors, and administrators on the importance of the learning objectives as outlined by the Omani curriculum designers. It was found that the three groups gave similar responses. Generally, the average response given by each group indicated agreement with the various learning objectives. The analysis of the frequency of response to specific items isolated several trends in response to learning objectives.

Administrators and supervisors strongly agreed with items on (a) the importance of integrating cultural and social values, i.e., multiple loyalty, into education; and

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(b) general philosophical issues, i.e., "learning as a life long process," "learning heritage and cultural standards," and "the affective components of learning."

Teachers gave slightly, but not significantly, weaker responses for the learning objectives items. This subtle difference in responses likely reflected the diversity of the teachers' group, since the responses given were generally less uniform than the responses given by the administrators and supervisors. The teachers tended to agree more strongly with subject matter items than with philosophical issues, a result that may reflect the teachers need to attend, to a greater extent, to the detail of the class content.

Only a few differences in responses given by the teachers, supervisors and administrators to learning objectives items could be accounted for by the demographic variables. The teachers responses to learning objective items were influenced, to a small degree, by the general demographic, occupational status variables, and academic preparation variables.

First, district of employment differentiated teachers' responses to learning objectives items. More specifically, teachers from Musandam reported the greatest agreement, while teachers from Sharqiyah, Roustaq, Dakhilyah, and Capital reported the least agreement, but not disagreement, with the learning objectives outlined by the designers of the new Omani curriculum.

The teachers' responses were also influenced by their occupational variables including teaching experience and teacher experience in a specific subject matter. The statistical results indicated only a trend that suggested that increasing years of experience in teaching reflected an increasing degree of agreement with the learning objectives. Teachers with teaching experience in subject matter characterized as a social science were more likely to agree with the learning objectives than teachers with teaching experience in a natural science subject matter area.

Finally, educational preparation contributed to the differences identified by teachers' responses to the learning objectives items. Specifically, teachers who attended two years of post-secondary school at the Teacher Training Institutes more strongly agreed with the learning objectives items than teachers who had a college degree in education.

Teachers who attended two years of post-secondary school at the Teacher Training Institutes had been trained specifically to apply the learning objectives from the new Omani curriculum. It is recommended that all teachers should attend in-service workshops to become more competent in applying the learning objectives specific to the new Omani curriculum.

Supervisors' responses to learning objectives items differed as a function of the number of years the individuals had been supervisors. As in the case of the teachers, the results indicated only a trend that suggested that a relationship existed between an increasing number of years as a supervisor and increasing agreement with the learning objectives.

Administrators' responses to learning objectives were influenced by the their nationality and district of employment. Administrators of Omani nationality agreed more strongly with the learning objectives than administrators of non-Omani nationality. Evidentally, the administrators of Omani nationality had internalized the learning objectives of the new Omani curriculum.

To insure effective implementation and, as the need becomes evident, adaptation of the new Omani curriculum, it is recommended that more Omanis, with the appropriate educational qualifications, be placed in the administrator positions in the primary level. Further, it is recommended that the College of Education at Sultan Qaboos University study the need for administrators of Omani nationality at the primary level and make recommendations for programs to accomplish this task.

The influence of district of employment showed only a general trend relating to the administrators' location within Oman. The interpretation of the district of employment analysis is complex and difficult. The reader will note that this variable frequently differentiated the responses of the teachers, supervisors, and administrators to many items of the questionnaire sections. In general, the differences among the districts were not consistent.

The relationship between the teachers' strength of agreement with the five Factors and the responses that they gave to the learning objectives was very strong. Teachers who strongly agreed with any one of the Factors agreed strongly with the learning objectives items. In contrast, teachers who found the concepts represented by the five Factors to be of rather neutral importance, or of no importance at all, did not agree strongly with the learning objectives items.

The degree of support, given by the supervisors, to the concepts outlined by the five Factors was strongly related to the responses the supervisors gave to the learning objectives. This pattern of results is similar to that obtained in the analysis of the teachers' responses, with one exception. Variation in the amount of support given by supervisors to Factor I, developing the students' personalities, did not influence responses of the supervisors to the learning objectives items.

Finally, the administrators' attitudes toward the concepts within each Factor did not predict their responses to the learning objectives items.

PROCESS AND PRACTICE

The comparison of the responses of the teachers, supervisors, and administrators to questionnaire sections that addressed the process and practice of education found no differences in responses to items on Part II Section B: Classroom Activities and to items on Part II Section G: Assessment items. Overall, a slightly more positive response was given to the assessment items. The mean response given by all groups fell close to the response of "frequent" agreement. Responses given by the groups of teachers, supervisors, and administrators to classroom activity items fell closer to the response of "occasional" agreement.

Administrators and supervisors gave very uniform responses to the classroom activites. However, responses within the teachers' group varied markedly. Several issues were identified by the analyses of the frequency of responses to specific items within the classroom activites section of the questionnaire. The three groups, teachers, supervisors, and administrators, indicated successful implementation of several important classroom-activity functions as put forth by the designers of the new Omani curriculum. These included (a) classroom procedures that conform with course objectives, (b) instructional methods that are suitable to the abilities of the students, and (c) staffing procedures that take into consideration the teachers' background, experience, and preference. Also, the groups of teachers, supervisors, and administrators agreed strongly with the concepts that the study of society had value in improving communication skills.

Several inadequacies were identified by the responses of the teachers, supervisors, administrators to classroom activity items. The most frequently cited problematic matters were insufficient time to prepare for field and practical activities, insufficient classroom teaching time, and inadequate selection of professional journals in the school libraries.

Because all three groups (teachers, supervisors, and administrators) cited the need for more time to prepare for field and practical activities, as specified in the new Omani curriculum objectives, it is recommended that representatives from these groups meet at the district level to study the problem and generate suggestions to enable the teachers to prepare adequately for the field and practical activities. It is also recommended that the Ministry of Education conduct a survey of the teachers, supervisors, and administrators to identify the professional journals that these groups would read most frequently to update subject matter knowledge and methodology and to identify the professional journals that would be most useful in preparing lesson plans, classroom activities, and materials. According to the findings of this survey, financial resources should be allocated to provide the professional journals which would best meet the needs of the teachers, supervisors, and administrators.

The assessment section of the questionnaire determined the opinions that the groups of teachers, supervisors, and administrators held with respect to the importance of student evaluation and progress reports, as well as their views on the different types of assessment tools. As mentioned previously in Chapter 5, the average response given by each group indicated general agreement with the items in this section. The most positive responses were given to the evaluation of recall and comprehension of knowledge and, to a lesser degree, the evaluation of the students' ability to analyze and apply information. The latter assessment techniques were given less importance than the tests of the students' recall and comprehension. All three groups agreed that the task of constructing the evaluation tests was best left to the teacher, rather than the school or district.

At the primary level, a curriculum centered on the student should utilize some evaluation of the students' ability to apply and analyze information. Therefore, workshops should be planned and implemented to reinforce the concept that assessment illustrates the student's competencies and skills in applying and analyzing information in an integrative mode. Techniques and strategies to construct and evaluate tests for these purposes would be beneficial for the teachers.

The analysis of the demographic variables' effect on teachers' responses to classroom activities and assessment items found both the classroom teachers and the specialized subject mattter teachers to be influenced by the academic preparation variables, educational preparation, amount of in-service training, and the number of workshops attended. In the latter two variables were found the strongest differences. The responses given to classroom activity items were more similar to the designers' intentions for the new Omani curriculum when teachers attended one to two years of in-service training, or four or more workshops, than responses given to classroom activity items when teachers had not attended in-service training or workshops. A similar trend was found in the effects of these variables on assessment items.

The general demographic variable of sex also influenced the teachers' responses to classroom activities items. Male teachers agreed more strongly with classroom activity items than female teachers. No such relationship was found between male and female teachers and the assessment items. Another variable that influenced the teachers' responses to assessment items was nationality. In this analysis, non-Omani teachers reported greater agreement with classroom activity items than Omani teachers.

Responses of the supervisors did not differ greatly as a function of any demographic variable. Administrators, too, failed to vary their responses as a result of differences in their backgrounds, i.e., education, sex, or teaching experience. One variable, nationality, was the exception. The responses of the administrators to assessment items differed; consequently, Omani administrators agreed more strongly with assessment items than non-Omani administrators. This was in direct contrast to the effect of nationality on the teachers' responses to assessment items.

The strength of the responses given by teachers to the curriculum goals assessed by the items of the classroom activities and assessment sections of the questionnaire were strongly related to the degree of support the teachers gave to the five Factors identified in Part I Section B. Those teachers who strongly agreed with Factor I: developing the students' personality, Factor II: promoting a democratic approach to teaching, Factor III: emphasizing the curriculum centered on the student, Factor IV: integrating the curriculum and the social and cultural heritage, or Factor V: developing the students' critical thinking skills also gave the most positive responses to classroom activity and assessment items. Teachers who found the Factors to be neutral in importance gave significantly more neutral responses to classroom activity and assessment items than teachers who found strong agreement with the Factors. Finally, those teachers who agreed strongly with Factor V, developing the students' critical thinking skills, gave a stronger level of agreement with the assessment items than teachers who gave only neutral responses to this Factor.

The responses of the supervisors to assessment items was related to their responses to Factor IV, integrating the curriculum and the social and cultural heritage. Again, supervisors who strongly agreed with Factor IV reported greater agreement with the assessment items than supervisors who gave neutral responses to this Factor.

The administrators' responses to both classroom activities and assessment items did not vary as a function of their responses to any Factor.

RESOURCES

The responses of the teachers, supervisors, and administrators to items of the questionnaire sections that assessed the availability of resources for the implementation of the new Omani curriculum differed when the assessment of resources addressed Part II Section C: Staff and Part II Section D: Facility, Equipment, Materials, and Resources. In these analyses, supervisors, and to a lesser extent administrators, reported greater satisfaction with the availability of staff and facility items than teachers reported. The response given by the groups of teachers, supervisors, and administrators to the availability of, and satisfaction with, the textbooks and teacher's manuals did not differ from each other.

In regard to staff items, the strongest opinions were given to items on staff review, release time for in-service training, and adequate time for class preparation. Administrators, supervisors, and teachers reported that they were generally satisfied with the staff review process and amount of time available for teachers to prepare for class. The issue of release time for in-service education was rated less satisfactory. While administrators gave rather non-commital responses to this item, supervisors, and, to a greater degree, teachers reported insufficient time was made available.

The response given by administrators, supervisors, and teachers to the availability of and satisfaction with the facilities and equipment were by far the most negative responses given to items of any questionnaire section. Supervisors and administrators were least satisfied with the number of library books, audio-visual equipment and instructional aids, and the supply of supplementary references for teachers. Somewhat more positive, but still non-committal, responses were given to items on the maintenance of the facilities and equipment as well as the adequacy of the classroom size and number. The teachers had a similar, but far more negative, view of the facilities and equipment items.

Since there is a general dissatisfaction with resources, including library books, audio-visual equipment, instructional aids, and the supply of supplementary references for teachers. At each primary school, the administrator, in conjunction with the teachers and supervisors, should assess the resources mentioned above and determine the priority of these items for effective implementation of the new Omani curriculum. Economic resources should be allotted according to the priority list.

The responses given by teachers, supervisors, and administrators to items on Part II Section E: Textbooks, with regard to the availability and quality of the textbooks, were similar to each other and, with few exceptions, generally positive. All three groups reported a high degree of satisfaction with the textbooks' layouts, bindings, type sizes, artistic quality, realism of the illustrations, book sizes, as well as the suitability, usefulness, and application of the instructional objectives. Slightly less satisfactory, but still positive, were the responses given to the textbooks' sequencing, accuracy, recovery of information, concept integration, flexibility, and application and integration with other subject matter areas. Also satisfactory was the relationship between vocabulary, readability and the development stages of the students. The textbooks' presentation of characters and situations that the students could relate to was found to be very satisfactory by all groups.

Still lower and more variable responses were given to the textbooks' capacity to promote the development of critical thinking and to include a variety of achievement levels to fit the individual students' needs. The groups of teachers, supervisors, and administrators did not find the textbooks' exercises to succeed particularly well in motivating the students or in diagnosing the students' weaknesses. Finally, amount of content in relation to the time alloted to teach it was found to be unproportionally biased in favor of the amount of content. Teachers and supervisors, unlike administrators, did not find the textbook helpful in diagnosing student weaknesses.

With respect to the textbooks, it is recommended that the textbooks be revised to include exercises that diagnose students' weaknesses from their responses to the exercises. It is further recommended that workshops be planned to train the teachers in motivational techniques to make the exercises more palpable to the students and to train the teachers in generating appropriate diagnostic tests to determine the students' weaknesses.

The responses given by the groups of teachers, supervisors, and administrators to the items on Part II Section F: Teacher's Manual were strongly positve and similar. The general topics assessed in this section of the quesionnaire included the usefulness of the teacher's manuals in relaying the instructional objectives, the presentation of the subject matter, the suggestions of practical activities to promote instruction, and the availability of materials suggested for use as instructional aids. Briefly, the teacher's manuals were found to be highly satisfactory in relation to the following characteristics: clarity of presentation of objectives; consistency between objectives and procedures; and clear, coherent and effective communication on how the subject matters should be presented. The groups of teachers, supervisors, and administrators reported that the teacher's manuals were rarely vague in directions or outcomes.

Slightly less positive responses were given to the items that assess the suitabiltiy of the teacher's manuals to students at different levels of learning. In general, the material was rated as most appropriate for superior students and least appropriate for below average students.

Finally, all groups agreed that the teacher's manuals promoted understanding of the subject matter for both teachers and students. However, it was also generally agreed that to use the teacher's manuals effectively required some form of training. Therefore, training in the use of the teacher's manuals is a must. It is also recommended that revision of the teacher's manuals is necessary so that inclusion of materials and activities specific to different levels of student learning abilities (above average, average, and below average) are clearly delineated in the teacher's manuals. The teacher's manuals should also indicate the level of difficulty of the exercises in the students' textbooks.

Many of the demographic variables influenced the teachers' responses to the availability of and satisfaction with the resouces. In contrast, the responses of the supervisors and administrators were generally unaffected by these same demographic variables.

Any significant effects on the responses of the administrators and supervisors to the resource items were limited to the occupational status variables. In these few significant analyses, greater satisfaction with the resources was related to increased experience in teaching or administrative post. No variables similarily influenced the administrators' responses and the teachers' responses to all aspects of the resources.

Teacher response to the availability of and satisfaction with the staff, facilities and equipment, textbooks, and teacher's manuals were all influenced by the teachers' district of employment, educational preparation, length of in-service training, number of workshops attended, overall teaching experience, and teaching experience in a specific subject matter. The specific results obtained from each of these analyses are summarized below:

a. The pattern of influence of district of employment was variable. However, it was generally found that teachers from the district of Musandam gave the most positive support for resource availability; while, teachers from Capital and Sharqiyah gave the least support for these items.

b. The effect of educational preparation generally revealed that teachers who attended post-secondary school at the Teacher Training Institutes gave the most positive responses and generally differed significantly from teachers who attended post-preparatory school at the Teacher Training

Institutes. The greater the time spent at the Teacher Training Institutes enhanced the responses given to resource items.

c. Length of in-service training most clearly demostrated that teachers who did not receive at least some in-service training were likely to rate the resources more negatively. Teachers who spent one to two years in in-service training frequently gave the most positive responses.

d. Teachers who attended more workshops reported more positive responses to resource items.

e. Teachers who had more years of experience in teaching gave more positive responses to resource items.

f. Teachers of English gave much more positive responses to resources than any other teachers.

The teachers' responses to staff, textbook, and teacher's manual items were predicted by the degree of support given to Factor III, emphasizing the curriculum centered on the student, and Factor IV, integrating the curriculum and the social and cultural heritage. In addition, the response to staff and textbook items were predicted by the teachers' degree of support toward Factors II, promoting a democratic approach in teaching, and Factor

IV, integrating the curriculum and the social and cultural heritage. The responses given to the facility and equipment resources were influenced only by Factor IV. Finally, both textbook items and teacher's manual items were also predictable by the teachers response to Factor I, developing the students' personalities. In each case, as the stength of agreement with the Factor increased so did the level of satisfaction or availability of the resource items.

The responses of the supervisors to staff items were predicted by the degree of support the supervisors gave to Factor II, promoting a democratic approach in teaching, and Factor III, integrating the curriculum and the social and cultural heritage. Greater support for Factors II and III meant more positive responses to the staff items. No other resource items were related to the degree of support the supervisors gave to any Factor.

The administrators' responses to staff items were positively related to the degree of support given to Factor II, promoting a democratic approach in teaching, and Factor IV, integrating the curriculum and the social and cultural heritage. The degree of support for Factor IV, developing the students' critical thinking skills, also predicted the administrators' degree of satisfaction with the textbooks. Their responses to facility and equipment items were predicted by the degree of support given to Factor III. All analyses found a positive relationship between degree of support for a particuluar factor and the degree of satisfaction with the resource items.

With improvements to the teachers' manuals and students' textbooks and the enhancement of the internalization of the learning objectives, the teachers would then have acquired alternative strategies and techniques to include in their approach to teaching the new Omani curriculum. This would promote confidence in the teachers to make democratic choices in teaching materials and activities. Consequently, the students would receive a more student centered curriculum approach. Teachers who have internalized the educational philosophy and learning objectives of the new Omani curriculum will be able to integrate the content of their subject matter areas and the social and cultural heritage of their students thus effectively implementing the new Omani curriculum in accordance with the designers' intentions.

CURRICULUM CONTENT

Questionnaire items in Part II Section A: Curriculum Content addressed two broad areas: the implementation and suitability of the Omani curriculum in the first through third grades and the fourth through sixth grades. The division of the curriculum content into these two broad areas reflected the existing difference in presentation of the subject matter at these grade levels. In the first through third grades, the subject matter was presented by a classroom teacher. For fourth through sixth grades, the instruction of the subject matters was presented by teachers who specialize in a specific subject matter. Within each broad area, items were grouped into sections according to the subject matter addressed. Teachers and supervisors were required to answer those sections in which they have, or have had, teaching experience. Administrators were required to answer only the items on the curriculum in the first through third grades .

Questionnaire items addressing the curriculum in the first through third grades assessed the views of the classroom teachers, supervisors (who had taught, as well as were supervising, at this level), and administrators on the implementation of the curriculum and their satisfaction with the curriculum specific to the subject matter areas of Arabic language, mathematics, science, and social studies. In addition, several items assessed general issues in the implementation of the curriculum in the first through third grades.

The statistical comparison of the responses given by teachers, supervisors, and administrators to items of the questionnaire on the different subject matter areas on the curriculum content in grades one through three found differences in the type of responses that the teachers, supervisors, and administrators gave as groups to mathematics, science, and the general issues items. The responses given by the groups of teachers, supervisors, and administrators to the Arabic language and social studies items were similar.

The general issues assessed the extent to which teachers, supervisors, and administrators were satisfied with the progress made in implementing the new Omani curriculum. Assessment of the progress made towards the practical application of (a) long range course content goals, (b) the continuing development of the curriculum, (c) the integration of the different subject matter areas, and (d) the encouragement and assistance of students in special activities, clubs, contests, and field and practical activities was derived from these items. All groups, the teachers, supervisors, and administrators, gave positive responses to these items. Thereby, they generally indicated either occasional or frequent satisfaction. The teachers were slightly less positive and more variable in their responses to these items. This difference, however, was small and not statistically significant beyond a trend as identified by the overall analysis. Although the statistics identified a significant difference among these three groups in their responses to the general issue items, further analysis did not reveal specific group differences.

Teachers, supervisors, and administrators were similar in the responses that they gave to Arabic language items. This section assessed the satisfaction of the groups of teachers, supervisors, and administrators with the content in Arabic language as outlined by the designers of the new Omani curriculum. Overall, the responses given to this section were positive; thus, they indicated general satisfaction with the Arabic curriculum.

The teachers, supervisors, and administrators found the following skills and concepts to be very important to the Arabic language curriculum in the first through third grades: classical Arabic pronunciation; conversation; fluency in reading, sentence analysis, and letter identification; and the emphasis on the social and communicative functions of the Arabic language, such as nursery rhymes and material that demonstrates the musical nature of the Arabic language.
A somewhat less positive response was given to beginning the instruction of the grammatical structure of Arabic form in the second grade. This may reflect the view that the study of Arabic grammar was taught prematurely. Interestingly, there was a strong response which indicated that at the introductory level classical Arabic was not heavily emphasized in every day communicative transactions.

The response given by teachers, supervisors, and administrators to the mathematics curriculum differed significantly. However, further analysis did not identify two specific groups as different. A trend, therefore, is suggested; and it likely reflects less consistency in response (greater variability) within each group. This was especially true for the teachers and supervisors where the mean response was neutral towards many of the mathematics items. Given the increased variability in these two groups, it is likely that the mean actually reflects the fact that some items were given very positive responses; while other items were given slightly negative responses. Thus, all items were not given rather neutral responses as the mean indicates. Administrators, supervisors, and teachers all showed a similar trend in the responses they gave to the mathematics items. However, supervisors and teachers gave slightly less consistent responses and, therefore, less positive responses than administrators.

The most positive response was given by all three groups (teachers, supervisors, and administrators) to the concept that the curriculum should fit and does fit the developmental level of the student. The above groups also reported that within the first through third grades the following content was the most appropriate: open and closed figures, division, similarity of shapes, sets, order, units of measure, dependence of value of an integer by its placement in the digit structure of the number, and knowledge of the less common symbols. Less appropriate was the study of fractions and curved geometric shapes as these items drew a more reserved reaction. Three-dimensional shapes were given the least positive reaction.

Therefore, recommendations for improvement of the first through third grade mathematics curriculum should be implemented. It is necessary to consider the suitability of the concepts assigned to the first through third grade mathematics curriculum. Special attention should be given to fractions, curved geometric shapes, and three-dimensional shapes. Indepth and thorough studies must be conducted to evaluate the suitability of teaching these concepts in Grades 1 through 3.

The reaction to the science curriculum in the first through third grades was considerably less positive than the responses to all other subject matter areas, averaging, overall, only a neutral response to the science curriculum. Additionally, the responses given by teachers, supervisors, and administrators differed significantly. The teachers found the science curriculum for the first and third grades less satisfactory than administrators. For the second grade, the teachers found the science curriculum less satisfactory than administrators and supervisors. In fact, the responses given by teachers to science items for the first and second grades averaged between "poor and somewhat" satisfied. Administrators and supervisors, in most cases, were more likely to report "somewhat to frequent" satisfaction. An item-by-item analysis of the groups satisfaction with the content taught in each grade revealed the following.

For the first grade, the topics of day and night, weather, formation of clouds, and rain and snow were found to be the most appropriate; and the study of planetary motion was found to be the least appropriate. For the second grade, the study of living things and teeth received the most positive responses, and the study of magnetism and the compass received the least positive responses. For the third grade, life cycles, reproduction, mammals, natural resources and thermal expansion were given very positive ratings on appropriateness; and electro-magnetism and oil refining were given the least positive responses (near to neutral response). In all cases, administrators gave the most positive responses; and teachers gave the least positive, frequently negative, responses. Supervisors generally gave the same responses as administrators.

These results indicated that teachers were generally dissatisfied with the science curriculum content outlined for the first through third grades. The teachers were especially dissatisfied with the topics of planetary motion, magnetism, compass concepts, electro-magnetism and oil refining. Supervisors and administrators gave a slightly less severe evalution of the science content material.

The responses of the teachers, supervisors, and administrators to general science curriculum goals were more strongly positive than the responses they gave to science content items. The responses of all groups to the curriculum items seemed to emphasize the importance of developing psychomotor skills in the process of practicing laboratory activities as long as the skills fit the students' maturity level, the use of repetition from one curriculum to another, and the importance of using science units to facilitate learning of the subject matter at each grade level. In addition, the attractiveness, enjoyability, and to a lesser extent, the motivational aspects of the science units were rated "frequently" satisfactory.

Finally, the responses given by the groups of teachers, supervisors, and administrators to the items on the availability of materials and equipment were mixed. While the availability of materials for the suggested activities was acceptable, the availability of the laboratory space was only occasionally acceptable with respect to the statement of the goals.

Recommendations for the improvement of the grade 1 through 3 science curriculum should be considered to insure the effectiveness of the new Omani curriculum.

More workshops in the science curriculum must be conducted on either the district or national level for the first through third grade classroom teachers. Classroom teachers have not specialized in teaching science; therefore, it is necessary to upgrade the skills of these teachers by providing methods, strategies, techniques, and innovative lesson plans to enable the teachers to implement the science curriculum as specified in the new Omani curriculum objectives.

Also, the Curriculum Department of the Ministry of Education should study the science curriculum for the first through third grades in relation to the suitability of teaching these concepts and in particular to the grade level suitability.

In addition, a national conference should be held in co-operation with the Intermediate Teachers College and the College of Education at Sultan Qaboos University to study the science curriculum and make recommendations with regard to its content and improved methods of teaching the content.

It is also recommended that in teaching the science curriculum emphasis should be given to laboratory activities as well as to clubs and out of class activities. Attention should be given to the attractiveness, enjoyability, and the motivational aspects of the science units for the first through third grade students.

Since the availability of materials, equipment, and laboratory space is less than adequate, it is recommended that the Ministry of Education should take serious steps to adopt a plan to provide at least a small, simple laboratory in each primary school. It will also be necessary to provide adequate materials and equipment to support effective instruction in science at the primary school level.

Teachers, supervisors, and administrators were similar in their responses to the social studies items. They reported, overall, strong agreement with the concepts outlined by the designers for the social studies curriculum. Some of the important issues drawn from the sample of items were strong agreement with the concepts that (a) social studies should be taught using the spiral approach of gradual elaboration across the various years of study, and (b) the instruction should develop and modify cooperative and social behaviors, loyalty, patriotism, and modeling after an ideal citizen. Throughout this section of the questionnaire, administrators typically gave the strongest, most positive, response, while teachers gave a slightly more conservative response. As mentioned earlier, this difference in response between administrators and teachers was not a statistical difference.

The responses of the teachers, supervisors, and administrators to the curriculum in the first through third grades were generally positive; thus indicating a high level of compliance and agreement with the intentions of the designers of the new Omani curriculum. The science curriculum was the only exception to this statement. The position as either a teacher, supervisor, or administrator was only an important variable in the responses given to science items. In general, the responses given by the above groups were similar.

The analysis of the influence of the demographic variables on the attitudes of the groups of teachers, supervisors and administrators towards the Omani curriculum revealed several important points. The effects of the demographic variables were assessed within each of the above groups. Consequently, the effects will be presented separately for each group.

The responses given by the classroom teachers to the items regarding the new Omani curriculum for the first through third grades were influenced, in some way, by all demographic variables, except location of in-service training. The pattern of the specific variables that influenced the responses of the classroom teachers to each subject matter area was repetitive, yielding two forms. First, the responses to general curriculum issues, Arabic language, and social studies were influenced by the teachers' district of employment, nationality, educational preparation, teaching experience, in-service training in the practice of education, and workshop attendance in the implementation of the Omani curriculum.

The following briefly summarizes the general effects of each of these variables on the teachers' evaluation of the new Omani curriculum in the first through third grades:

a. Teachers of non-Omani nationality reported greater satisfaction and agreement with the content and implementation of these subject matter areas than teachers of Omani nationality.

b. Teachers who attended either 2 years of post-secondary school or 5 years post-preparatory school at Teacher Training

Institutes reported greater agreement and compliance with the subject matter areas than teachers who attended either 1 year of post-secondary school or 3 years of post-preparatory school at Teacher Training Institutes.

c. Teachers who had more than 10 years of teaching experience were in greater agreement (or showed greater compliance) with these subject matter areas than teachers who had less than 6 years of teaching experience.

d. Teachers who attended less than one month or 1 to 3 months of in-service training reported greater agreement with these subject matter areas than teachers who attended no in-service training.

e. Teachers who attended two or three workshops reported greater agreement with these subject matter areas than teachers who attended no workshops. This variable influenced only the response of teachers to general issues and Arabic language items, not to social studies items.

f. District of employment affected the response given to each subject matter area in a slightly different way. Most often, the districts of Musandam and Capital represented the extreme responses.

The overwhelming effects of the academic variables suggest that greater education of the teachers, both generally and specific to the new Omani curriculum, as well as teaching experience, improves their attitude towards the new Omani curriculum in general and specifically towards Arabic language and social studies. The effect of nationality on the teachers' responses is likely the result of the covariance of this demographic variable with some other demographic found to influence the teachers' responses, very likely the other variable would be teaching experience.

The teachers' responses to the mathematics curriculum in first through third grades were strikingly not influenced by any of the demographic variables.

The responses to the science curriculum also showed an appreciable lack of difference resulting from the differentiation of teachers by the demographic variables. The sex of the teacher was the only variable to show a consistent effect on the attitudes of classroom teachers toward the science curriculum. In response to the goals of the science curriculum, as well as to the concepts presented in each grade, male teachers reported greater agreement than female teachers.

The responses of the supervisors to the new Omani curriculum for first through third grades were not influenced consistently by any of the demographic variables. The lack of influence reflects the homogeneous nature of the supervisor population. In relation to the demographic variables assessed in this study, the supervisors' backgrounds were identical, with only a very few exceptions.

The administrators' responses to the new Omani curriculum for first through third grades were not influenced consistently by the demographic variables. This must represent the influence of some unassessed variable because, unlike the supervisors, the administrators as a group have a varied backgroud.

The importance of the general attitudes of the groups of teachers, supervisors, and administrators towards education was revealed by the analysis of the effect of the five Factors isolated by their responses to Part I Section B: Opinion Survey (Teacher, Supervisor, Administrator). Responses of the teachers and administrators to the curriculum items regarding first through third grades were highly influenced by their attitudes to the five Factors. The five Factors represent the intentions of the designers of the new Omani curriculum for grade 1 through 3 as listed below:

I. the role of curriculum content and practice in developing the various components of the students' personalities

II. the type of management policy in the classroom and the degree of freedom that the teacher had in choosing his or her own approaches

III. the emphasis of the curriculum centered on the student versus the subject matter

IV. the relationship of the curriculum content and every-day activities and the students' social and cultural heritage

V. the development of the students' thinking skills

No such effects were found in the analysis of the group of supervisors, not unsurprisingly, given the fact that all but a very few supervisors shared the same attitudes towards these Factors.

The teachers' views on general curriculum items, Arabic language, mathematics, and social studies curriculum items and to a lesser extent on science curriculum items were highly related to the teachers' attitudes towards Factors II and IV (promoting a democratic approach in teaching and integrating the curriculum and the social and cultural heritage). In each case, teachers who gave responses that strongly agreed with these concepts also reported greater satisfaction with the subject matter and general curriculum items than teachers who gave responses that were only neutral to these Factors.

Teachers in strong agreement with Factor V (developing the students' critical thinking skills) reported greater agreement with the general curriculum items and the subject matter areas of Arabic language, mathematics, and science curriculum items than teachers who found this concept (critical thinking) of neutral or no importance.

The teachers' attitudes toward Factor I (developing the students' personality) influenced the teachers' responses to Arabic language and, to a small extent, the teachers' responses to Arabic language to all other subject matter areas assessed. Again, teachers who agreed with the concept in Factor I gave more positive responses to the new Omani Curriculum for grades 1 through 3.

The teachers' attitudes towards Factor III (emphasizing the curriculum centered on the student) were related to the teachers' responses to general curriculum items. Therefore, teachers in strong agreement with this item also gave the strongest responses to general curriculum items.

Although the teachers' attitudes towards the concepts described by the five Factors predicted the teachers' responses to science curriculum items, this was restricted to the items that assess general curriculum goals in science. There was a general lack of effect of the Factors on the teachers' responses to science content items.

The administrators' attitudes towards the five Factors were less related to their responses to the curriculum items for grades 1 through 3 than had been the case with the teachers. Similar to the teachers, was the positive relationship between the administrators' strength of agreement with Factor IV (integrating the curriculum and the social and cultural heritage) and their subsequent response to the general curriculum items, as well as to all subject matter areas at these grade levels. Unlike the teachers, the administrators' responses to science curriculum content items were strongly related to the attitudes of the administrators towards Factors II, III, and IV (promoting a democratic approach in teaching, emphasizing the curriculum centered on the student, and integrating the curriculum and the social and cultural heritage, respectively). Administrators who strongly agreed with these Factors reported the most positive responses to the concepts in grades 1 through 3. The concept in Factor V (developing the students' critical thinking) was unrelated to the administrators' responses to the curriculum content items.

Questionnaire items addressing the curriculum in the fourth through sixth grades assessed the views of the specialized teachers and the supervisors (who had taught, as well as were supervising, at this level) on the implementation of the curriculum and satisfaction with the curriculum content specific to a subject matter area. The responses given by teachers and supervisors to these items were generally similar. Significant differences in responses were found only between the supervisors and teachers who taught (or had taught) science and English. The significant difference between supervisors who had teaching experience in science and the science teachers was comparable to the differences found between classroom teachers and administrators/supervisors towards science curriculum items in the first through third grades.

Several items on general curriculum issues were assessed by the teachers, supervisors, and administrators, regardless of their teaching experience in a specific subject matter. These items were similar in concept to the general curriculum issues assessed for the first through third grades. The responses given to these items by teachers, supervisors, and administrators did not differ in most cases. Specialized teachers and supervisors who worked with the fourth through sixth grade gave similar ratings to the importance of these items as the classroom teachers, supervisors who had teaching experience in the first through third grade, and administrators who worked with the first through third grade.

Both specialized teachers and supervisors reported that long term goals were frequently considered in the development of the Arabic, mathematics, science, and social studies subject matter areas for the fourth through sixth grades. The responses of the teachers of the English curriculum were much more positive about long term goals. Specialized teachers and supervisors reported that they occasionally or frequently participated in the development of the curriculum. These results may reflect the input teachers and supervisors have in revising the textbooks for the yearly reprinting. Contrary to the supervisors who had taught, as well as were supervising, English, the teachers of English reported very high involvement.

The responses of the specialized teachers and supervisors to items on the importance and implementation of integrating subject matter between courses and within grade levels gave a rather complicated pattern of results. In general, specialized teachers reported mildly positive responses to the concept of integration between courses and within grade levels. Both teachers and supervisors agreed that this concept was least applicable and not well implemented between science and mathematics or Islamic studies and social studies. The teachers of English, again, proved to be an exception. They reported negative responses which noted that the integration between English and Islamic studies was rare. Supervisors who had taught, as well as were supervising, English gave a much stronger postive response to the integration between courses and within grade levels, with one exception, the integration of English with the other subject matter areas. The differences isolated to the English subject matter area should be considered as valid because the English subject matter was not included in the overall development of the new Omani curriculum.

All groups that participated in this present research (teachers, supervisors, and administrators) reported that long term goals were considered in the development of the curriculum content of Islamic studies, Arabic, mathematics, science, and social studies. This was however not found in relation to the English language curriculum. In this regard it should be noted that the Committee for the development of the new Omani curriculum was responsible for all subject matters with the exception of the English curriculum.

It is recommended that the Ministry of Education consider the appointment of a committee to develop the English curriculum. This English Curriculum Committee should follow all the steps and procedures utilized by the Committee for the development of the new Omani curriculum. This will lead to a stronger English curriculum which allows for the necessary integration of all the subject matters taught in the Omani educational system and especially at the primary school level.

The responses of the groups of teachers, supervisors, and administrators to the concept of integration between all subject matters and also within grade levels showed that this concept was least applied and not well implemented. In developing a curriculum at a particular educational level (whether it be primary, preparatory, or secondary) one important consideration is the integration among all the

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subject matter areas taught and within the various grade levels. Therefore, it is recommended that special workshops for supervisors, as well as teachers and administrators, should be planned and implemented to foster such integration among all subject matters horizontally within grade levels as well as vertically between grade levels.

Finally, many specialized teachers were frequently satisfied with the amount of class time available. The exceptions were the teachers of Arabic and English. They were only occasionally satisfied with the amount of class time available. Supervisors were very negative in their response towards the availability of class time because they reported that the available class time was only rarely satisfactory.

Teachers and supervisors who specialize in Islamic studies did not differ in the responses that they gave to the Islamic studies curriculum items. For both the groups, the average response to all items ranged between "somewhat" to "frequent" satisfaction with the curriculum goals and content. The responses given to those items that addressed the Islamic curriculum goals emphasized that in the reorganization of the Islamic curriculum a great amount of consideration was given to (a) the long term goals, (b) the importance of including the historical aspects of Islam, (c) the importance of including the philosophical aspects of Islam, and (d) the importance of integrating the Islamic curriculum with other subject matter areas in the new Omani curriculum. Additional goals rated highly included the encouragement of critical thinking, rational thought, and disciplined behavior. The goal given the highest mention was the concept that Islamic education was viewed as a "method of thinking and behaving, not making hasty judgements."

Islamic teachers and supervisors with experience teaching Islamic studies found, unlike other specialized teachers, that the class time allowed was nearly or fully sufficient for realizing the goals of the Islamic studies curriculum. The degree of teacher participation in the curriculum development was given a rather neutral response by Islamic studies teachers and a mildly positive response by supervisors.

The teachers of Islamic studies and, to a slightly lesser extent, the supervisors with experience teaching Islamic studies, indicated that the degree to which the organization of the Islamic curriculum had been successfully implemented, as well as satisfactory, was very positive. The organization, revolving around the six components, i.e., the Holy Quran, the Hadith, Islamic creed, worship, and the biography of the prophets, was reported to be frequently implemented and frequently appropriate. The use of a group of short Surahs, containing difficult expressions was considered frequently important in the realization of the three objectives: Quranic recitation, Quranic exegesis and comprehension, and Quranic memorization.

A more neutral response was given to the items that assessed the need to incorporate religious events into the curriculum in a practical way. And, finally, the use of examples from other subject matter areas was only supported when the area was Arabic language and, to a lesser extent, when the area was social studies.

Teachers and supervisors with teaching experience in Arabic gave similar responses to the Arabic language curriculum content and implementation items. Generally, they gave neutral to mildly postive responses to all Arabic language concepts and content. For example, the teachers of Arabic and the supervisors who had teaching experience, as well as were supervising Arabic, rated student success in developing conversational skills and the use of nursery rhymes and stories in developing a sense of the music of the language as somewhat to frequently important. The supervisors' responses were especially neutral to the use and development of handwriting and the appreciation of grammatical rules in the Arabic curriculum. Finally, a particularly interesting response was found towards the items on the integration of the Omani dialect with classical Arabic and Arabic in every day speech. These goals were rated as not important.

The responses given by the teachers of mathematics and supervisors who had taught, as well as were supervising, mathematics were similar. The most postive responses given by these two groups to the general mathematics curriculum goals indicated the importance of (a) developing critical thinking, (b) the use of practical field activites, (c) the habit of suspending judgments, (d) testing accuracy, and (e) an ability to evaluate the data source. Slightly more neutral responses were given to the concept of using a variety of sources of information and extending the mathematics emphasis into grades four through six.

The responses given by the teachers of mathematics and supervisors with teaching experience in mathematics towards the fourth grade mathematics concepts found them generally appropriate for the fourth grade. Those few concepts found to be inappropriate were decimals, factors, variables, inequalities, angles, and three-dimensional shapes.

The responses given by the teachers of mathematics and the supervisors who had taught, as well as were supervising, mathematics to fifth grade mathematics concepts were inconsistent. Most concepts (i.e., decimals, factors, common multiples, parallels to a plane, and volume) were judged as appropriate to the fifth grade. However, these same concepts were later recommended to higher grade levels (as high as preparatory school in several cases).

The sixth grade mathematics concepts of rounding, percent, proportion, interest, averages, and range were judged appropriate to this grade; while, the concepts of time, algebraic expressions, geometric and three dimensional figures were recommended to be moved to a higher grade level.

Teachers of science and supervisors who had taught, as well as were supervising, science responded to science curriculum issues in the same manner; thus, there was no difference in the responses of these two groups. In regards to general science curriculum issues, both groups gave the greatest support to the use of practical and field activities, and the goals of developing in students the skills of suspending judgments and testing the accuracy of data. Both the teachers and supervisors of science gave their least support to goals that stressed the importance of developing (a) deductive reasoning, (b) ability to evaluate data sources, and (c) use of a variety of information sources.

Laboratory skills and scientific methods, sequencing and general interest and motivation in the curriculum were very strongly supported by the teachers and supervisors who specialized in science. However, when the availability of materials, and laboratory, or activity, rooms to do the practical activities were assessed, both groups reported that these items were unavailable. Without these items the science curriculum cannot be implemented as it was designed; therefore, its objectives will not be realized. The Ministry of Education should make all efforts to provide the schools with these materials, supplies, and laboratory space.

Teachers and supervisors who specialized in science instruction differed significantly in their responses to the science curriculum content items. In response to science curriculum items, supervisors gave strikingly more positive responses than teachers. Typically, supervisors reported frequent satisfaction with the science concepts taught in all grade levels (four through six); while, teachers reported these same concepts to fit "poorly" in the case of fourth grade science and "poorly to somewhat" in the case of sixth grade science concepts. The responses, given by teachers, to fifth grade concepts fell between their responses to fourth and sixth grade science concepts.

The concepts deemed most appropriate to fourth grade science were organs of the body, sound and hearing, states of matter, and soil and fertilization. Least appropriate were the science concepts of refraction, reflection, and vision.

For fifth grade science, classification systems and first aid were given the highest responses; while mechanical and geological matters were given the lowest responses.

The concepts for physics and chemistry were judged to be the most appropriate science topics for sixth grade. However, the topics of pressure, buoyancy, atoms, and molecules were judged the least appropriate for sixth grade science.

Teachers of social studies and supervisors who had taught, as well as were supervising, social studies gave similar responses that reflected their satisfaction with the content and implementation of the social studies curriculum. In keeping with the responses given by the teachers, supervisors, and administrators of the first through third grades, social studies teachers and supervisors who had taught, as well as were supervising, social studies found the following concepts and goals to be very important: (a) enhancement of patriotism, (b) sense of belonging, (c) the development of loyalty and co-operation, and (d) the use of the spiral approach to the elaboration of the social studies curriculum throughout the grade levels. Disagreement was found in regards to the use of a separate book in civics for the fifth grade. Social studies teachers strongly favored the adoption of a separate book; while the supervisors gave only neutral responses.

Teachers of English and supervisors who had taught, as well as were supervising, English differed significantly in their response to English curriculum issues and content. Interestingly enough, teachers of English gave the most positive responses. They reported near frequent satisfaction and/or agreement with the English content and curriculum issues. The reader will recall that English teachers, unlike other specialized teachers, gave the most positive response to the general curriculum issues reported earlier.

The most positively rated concepts of the English curriculum were the development of listening and speaking skills and the ability to read silently in order to promote comprehension. The least positively rated concepts included the extent to which students were proficient in verbal and written accounts of an incident, reading cursive writing, speaking, and the interpretation of various written material.

The responses given by the supervisors and specialized teachers were similar, with the exception of the responses given to the science and English content. In general, both the groups of teachers and supervisors were satisfied with the long-range goals, the present implementation of the new Omani curriculum, and, except for science and mathematics, the content taught.

The effect of the many demographic variables on the responses of the teachers and supervisors to the new Omani curriculum of the fourth through sixth grades produced fewer differences than were identified in the analysis of the effects of these same demographic variables on responses of the classroom teachers, supervisors, and administrators to the new Omani curriculum for the first through third grades. The responses given by supervisors, with teaching experience in a specific subject matter in the fourth through sixth grades, were not influenced by any demographic variable. As mentioned previously, the lack of signicant differences, because of the demographic variables, likely reflected the homogenous nature of the supervisors' backgrounds. The following influences of some demographic variables were noted among the specialized teachers.

Islamic studies teachers' responses were influenced by the sex of the teachers and district of employment. Female teachers supported to a greater extent the goals and concepts taught in Islamic studies.

Arabic language teachers' responses were influenced only by their district of employment. Teachers from Dhahirak gave more positive responses to the items for the Islamic studies curriculum than the teachers from Sharqiyak.

The responses of the mathematics teachers to the general curriculum goals in mathematics was influenced by the sex of the teachers and their teaching experience. Female teachers reported greater agreement with the outlined goals than male teachers. Teachers who had more than three years of experience teaching in Oman found the science curriculum goals more appropriate than teachers who had less than three years of experience teaching in Oman.

These same demographic variables affected the responses given by mathematics teachers to the appropriateness of concepts and their suitability to each grade level. In addition, teachers who had college degrees generally found the concepts more suitable than teachers who had attended three years of post-preparatory school.

Science teachers were surprisingly not influenced by any of the demographic variables.

Teachers of both social studies and English gave responses that varied by the amount of teaching experience in Oman, so that greater experience led to more satisfaction with the respective curricula.

Finally, the sex of the teachers of English influenced their responses. Female teachers of English reported greater agreement with the English curriculum than male teachers of English.

The relationship between the specialized teachers' responses to their respective curriculum content areas and their attitudes towards the concepts identified by the five Factors varied greatly between the different subject matter areas.

Islamic studies and social studies teachers who strongly agreed with Factors I and IV (developing the students' personality and integrating the curriculum and the social and cultural heritage) also gave the most postive responses to their respective curriculum content items. This differed significantly from teachers who reported only neutral responses to these Factors.

The responses of Arabic language teachers to Arabic language curriculum content items differed as a function of the teachers' responses to Factor IV (integrating the curriculum and the social and cultural heritage). Teachers who strongly agreed with this concept gave more positive responses to the curriculum items than teachers who reported neutral responses to Factor IV.

Teachers of English who strongly agreed with Factors II, IV, and V (promoting a democratic approach in teaching, integrating the curriculum and the social and cultural heritage, and developing the students' critical thinking, respectively) reported greater satisfaction with the English curriculum goals and content than those teachers who reported rather neutral responses to the concepts of Factors II, IV, and V.

Overall, the responses given by the teachers of mathematics and science for their respective curriculum content items were not influenced consistently by the attitudes these teachers had towards the five Factors.

All groups of teachers, supervisors, and administrators reported that emphasis on the historical, cultural, as well as the Islamic and Arabic heritage, and loyalty to Oman were well planned and implemented in the new Omani curriculum with the exception of the English language curriculum. When the time comes to design the new English curriculum, the curriculum should be planned to include the above concepts.

In order to continue the emphasis on these concepts, it is recommended that future curriculum workshops should give practical means and ways to reinforce these concepts.

The responses of the supervisors to the items for the curriculum content areas that they had previously taught and were presently supervising were not influenced by differences in the supervisors' attitudes towards the five Factors. However, the reader will recall that all but a few supervisors strongly agreed with each factor. Those supervisors who gave neutral responses or disagreed with the Factors were so small in number that any statistical analysis would be compromised.

One major and important issue in curriculum development and its implementation is the degree of participation and consultation rendered by the teachers, supervisors, and administrators during the process of curriculum development. Opportunities for the teachers, supervisors, and administrators to interact with the curriculum development process and the curriculum designers will encourage and reinforce the implementation of the new curriculum.

In order to provide a vehicle for interaction in the curriculum development process, it is recommended that each educational district should hold a regional conference at the end of each year, as well as the beginning of each year. These conferences will give teachers, supervisors, and administrators, the opportunity to discuss the curriculum in general terms of its philosophy, objectives, theory, and processes. In relation to these concepts, the specific content, textbooks, teachers' manuals, resources, and methods of instruction and evaluation should receive in-depth coverage. Finally, innovative methods of instruction and development of materials should be encouraged and rewarded. Classroom teachers and specialized teachers should be encouraged to demonstrate instructional strategies and to contribute lesson plans, instructional materials, and assessment procedures during scheduled sessions for specific subject matters.

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PRIMARY LEVEL
PART II

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APPENDIX A

CONTENTS OF APPENDIX A

1. Teacher's Questionnaire
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   Section B: Teacher Opinion Survey
   Section C: Educational Philosophy and Learning Objectives

   Part II: Section A: Curriculum Content (Grades 1-3)
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   Section E: Textbooks
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   Section G: Assessment

2. Supervisor's Questionnaire
   Part I : Section A: Supervisor Information

   It should be noted here that all the sections and parts mentioned above under the title "Teacher's Questionnaire" were revised according to Supervisors' functions. Then they were administered to the selected Supervisors' samples.

3. Administrator's Questionnaire
   Part I : Section A: Educational Administrators Information

   It should be noted here that all the sections and parts mentioned above under the title "Teacher's Questionnaire" were revised according to Administrators' functions. Then they were administered to the selected Administrators' samples.

4. Parent's Questionnaire
   Part I : Section A: Parent Information
   Section B: Parent Opinion Survey

TEACHER'S QUESTIONNAIRE

PART I
Section A. TEACHER INFORMATION

1. Sex: ______Male ______Female

2. Nationality: _______Omani ___________Non Omani

3. In which school district do you teach?

_______ Capital _______ Al Batinah

_______ Al Rustaq _______ Al Dakhiliyah

_______ Al Sharqiyah _______ Al Wosta

_______ Al Dhahirah _______ Al Janoubiyah

_______ Musandam

4. What grade level(s) do you teach?

______ First, second and third

______ Fourth, fifth and sixth

5. If you teach from 4 - 6 grades please check (✓) the appropriate subject.

______ Islamic Studies ______ Science

______ Social Studies ______ Mathematics

______ Arabic ______ English

6. At what time do you teach? ____ Morning ____ Afternoon

7. What is the average number of students in your class?

_____ Less than 25 students

_____ From 25 to 30 students

_____ More than 35 students

8. How many years have you been teaching?

_____ From one to three years

_____ From four to six years

_____ From seven to ten years

_____ More than ten years

9. How many years have you been teaching in Oman?

_____ From one to three years

_____ From four to six years

_____ From seven to ten years

_____ More than ten years

10.What is your educational preparation? (check one)

_____ College or University Degree (in Education)

_____ College or University Degree (in other subject than Education)

_____ Teacher Training Institute (2 years after Secondary School)

_____ Teacher Training Institute (1 year after Secondary School)

_____ Teacher Training Institute (5 years after Preparatory School)

_____ Teacher Training Institute (3 years after Preparatory School)

_____ Secondary School Completed

_____ Preparatory School Completed

_____ Elementary School Completed

_____ Without completing elementary school

11. What was the length of In-Service training you received in the subject matter(s) that you teach? (Please check one)

_____ None

_____ Less than one month

_____ One to three months

_____ Four to six months

_____ Seven to twelve months

_____ One to two years

12. Where did you receive this In-Service training?

_____ in Oman _____ outside Oman

13. What was the length of In-Service training you received in the practice of education? (Psychology, Educational Philosophy, Evaluation, etc.) (Please check one):

_____ None

_____ Less than one month

_____ One to three months

_____ Four to twelve months

_____ One to two years

14. Where did you receive this In-Service preparation?

_____ in Oman _____ outside Oman

15. How many workshops have you attended concerning the implementation of the Omani curriculum?

____ None

____ One

____ Two

____ Three

____ Four or more

PART I
Section B. TEACHER OPINION SURVEY

Introduction. Below are several statements about educational ideas and problems. Since we all think differently about such matters, this part of the questionnaire please express your beliefs and opinions. Respond to each of the statements as follows:

		Occurs
Strongly Agree	5	(91% or more)
Agree	4	(90% to 61%)
Not Sure	3	(60% to 31%)
Disagree	2	(30% to 1%)
Strongly Disagree	1	(1% or less)

For example, if you Strongly agree with a statement, you would circle "5" on the scale, next to the statement. But if you should happen to disagree with it, you would circle "2". Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; rather try to respond and then go on.

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1. The curriculum should consist of subject matter to be learned and skills to be acquired. 5 4 3 2 1

2. The learning of proper attitudes is often more important than the learning of subject matter. 5 4 3 2 1

3. It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum. 5 4 3 2 1

4. The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future. 5 4 3 2 1

5. Teachers should keep in mind that students should participate in the learning act. 5 4 3 2 1

6. Standards of achievement should not be the same for all students; they should vary with the student. 5 4 3 2 1

7. The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society. 5 4 3 2 1

8. Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in. 5 4 3 2 1

9. Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical or spiritual. 5 4 3 2 1

10. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens. 5 4 3 2 1

11. In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter. 5 4 3 2 1

12. We should fit the curriculum to the student and not the student to the curriculum. 5 4 3 2 1

13. Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum. 5 4 3 2 1

14. The healthy interaction among students is just as important in school as the learning of subject matter. 5 4 3 2 1

15. The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage. 5 4 3 2 1

16. True discipline springs from interests, motivation, and involvement in problems relevant to the student. 5 4 3 2 1

17. Emotional development and social development are as important in the evaluation of a students' progress as academic achievement. 5 4 3 2 1

18. Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature. 5 4 3 2 1

19. Learning is experimental; the student should be taught to test alternatives before accepting any of them. 5 4 3 2 1

PART I
Section C. EDUCATIONAL PHILOSOPHY AND LEARNING OBJECTIVES

Directions; Below are a number of statements of general educational philosophy and general objectives applicable to the Omani Educational Curriculum. They do not pertain to any specific course or grade level. They are general educational and instructional objectives pertaining to various areas of knowledge, skills, attitudes, or feelings and behaviors that are taught in the Omani schools and classes.

These objectives as stated are not behavioral objectives, nor are they the only objectives possible in the Omani Educational Curriculum. Some may not be entirely satisfactory as they are stated here.

Please rate these objectives on the following scale. To what extent does the statement or objective apply to the Omani Curriculum?

	Occurs
Mostly 5	(91% or more)
Frequently..............4	(90% to 61%)
Occasionally............3	(60% to 31%)
Rarely 2	(30% to 1%)
Never 1	(1% or less)

To what extent do the general objectives of the Omani Educational Curriculum:

1. Develop a loyalty to the Omani Society? 5 4 3 2 1

2. Develop and encourage desirable societial behaviour? 5 4 3 2 1

3. Promote awareness and encourage fulfillment of civic responsibilities? 5 4 3 2 1

4. Develop and encourage desirable scientific and social views? 5 4 3 2 1

5. Promote an awareness that learning is a life-long process and continues throughout an individual's life time? 5 4 3 2 1

6. Facilitate the capacity to experience multiple loyalities (e.g. family, country, religion, culture) and identities? 5 4 3 2 1

7. Promote an appreciation for the diversity in human behavior, beliefs, and customs? 5 4 3 2 1

8. Develop the capacity for independent study, for continuing learning outside of the classroom? 5 4 3 2 1

9. Promote a positive attitude toward learning and inquiry? 5 4 3 2 1

10. Reflect skills in analyzing issues and problems? 5 4 3 2 1

11. Facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.? 5 4 3 2 1

12. Develop the ability to judge the validity of evidence and draw sound conclusions from data? 5 4 3 2 1

13. Promote a capacity to recognize and tolerate complexity and ambiguity? 5 4 3 2 1

14. To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences? 5 4 3 2 1

15. Develop knowledge of facts and concepts that are basic to undetstanding of the Omani cultural heritage? 5 4 3 2 1

16. Encourage the ability to work together cooperatively on group projects? 5 4 3 2 1

17. Facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry? 5 4 3 2 1

18. Promote a consciousness of a commitment to social problems and issues? 5 4 3 2 1

19. Cultivate the use of the imagination in conceptualizing subject matter principles? 5 4 3 2 1

20. Reflect mastery of basic terms, facts, and concepts of the subject matter? 5 4 3 2 1

21. Encourage an awareness and knowledge of scientific processes, mechanisms, and effects? 5 4 3 2 1

22. Develop positive attitudes toward scientific knowledge and methods? 5 4 3 2 1

23. Promote an ability and desire to use language correctly in writing or talking? 5 4 3 2 1

24. Facilitate an ability to relate the Omani Curriculum to everyday life? 5 4 3 2 1

25. Reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life? 5 4 3 2 1

26. In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on each of the following cognitive levels? :

a. Memory: the recall or remembering of facts, rules, concepts, generalizations, etc. 5 4 3 2 1

b. Comprehension: understanding what is being communicated but not necessarily relating it to other things. 5 4 3 2 1

c. Application: Using knowledge, methods theories, etc., in new situations (to solve problems, for example). 5 4 3 2 1

d. Analysis: Breaking something down into its component parts and understanding the inter-relationships of the parts. 5 4 3 2 1

e. Synthesis: Putting things together to form a new entity such as a new idea, hypothesis, or set of relationships. 5 4 3 2 1

f. Evaluation: Making quantitative and qualitative judgements based on stated standards or criteria. 5 4 3 2 1

27. Develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum? 5 4 3 2 1

28. To what extent is there evidence that attention is being given to coordination and integration the Omani Educational Curriculum among the various subject matters? 5 4 3 2 1

29. To what extent are efforts made to follow-up the progress of students (from 1st to 6th grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student? 5 4 3 2 1

30. To what extent has the Ministry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed? 5 4 3 2 1

31. To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (e.g. values, attitudes, etc.)? 5 4 3 2 1

PART II
Section A. CURRICULUM CONTENT
(Grades 1-3)

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content? 5 4 3 2 1

2. To what extent is the amount of class time scheduled for subjects at your grade level sufficient for the full attainment of the desired goals? 5 4 3 2 1

3. To what degree does the Omani curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests? 5 4 3 2 1

4. To what degree do teachers participate in developing the Omani curriculum? 5 4 3 2 1

5. To what extent is there integration among courses from grade 1 through 3? 5 4 3 2 1

6. To what degree is field and practical activity included as part of the Omani curriculum and the methods of instruction? 5 4 3 2 1

ARABIC

7. To what extent do you feel it adequate to start teaching:

    a. Super linear signs from the second half of the first grade? 5 4 3 2 1

    b. Grammatical structure from the second grade? 5 4 3 2 1

8. To what extent do you feel that the Omani curriculum has succeeded in developing the following skills of classical Arabic language use and useage?

    a. Conversation 5 4 3 2 1

    b. Pronounciation 5 4 3 2 1

    c. Fluency in reading 5 4 3 2 1

    d. Analysis of sentences into words 5 4 3 2 1

    e. Identification of letters in various positions in the word 5 4 3 2 1

    f. Writing correctly 5 4 3 2 1

    g. Handwriting (penmanship) 5 4 3 2 1

    h. Self expression (orally) 5 4 3 2 1

    i. Self expression (writing) 5 4 3 2 1

9. To what extent do you feel that the policy adopted to the curriculum designers to separate the language skill and teach only one skill each lesson within the unit has succeeded in facilitating the learning of Arabic language by the Omani primary school students? 5 4 3 2 1

10. To what extent does the Arabic curriculum at your grade level give emphasis to:

a. Variety of concepts 5 4 3 2 1

b. Integration of Omani dialect with classical Arabic. 5 4 3 2 1

c. Use of classical Arabic in everyday communication transactions 5 4 3 2 1

d. Suitability of volcabulary used in each book to the age level at each grade 5 4 3 2 1

e. The social and communicative function of language 5 4 3 2 1

f. Facilitating the acquisition of the simple grammatical rules designed for these lower level grades. 5 4 3 2 1

11. Over the history of teaching Arabic language to beginners in the Arab World, various approaches have dominated at a given time period. In your opinion which of the following approaches is more useful in facilitating the acquisition of the Arabic language skills to students in the first, second, and third grades in Oman?

a. Synthetic approach: emphasizing sounds or phoneme as a structural unit of language. 5 4 3 2 1

b. Analytical approach: emphasizing the sentence as a structural unit of language and analysing it into words and the words into letters. 5 4 3 2 1

c. Structural approach: emphasizing the structure of the word in addition to letters and sentences. 5 4 3 2 1

d. Notational approach: emphasizing the pattern as a structural unit of language. 5 4 3 2 1

e. Communicative approach: emphasizing the meaning rather than the structure as an approach to learn language by begineers. 5 4 3 2 1

12. To what extent do you feel that the exposure of the students to a variety of literary forms (especially nursery rhymes and stories) help develop appreciation for the musical nature of language? 5 4 3 2 1

Social Studies

13. The sprial curriculum approach has been used in designing the content of the Omani social studies curriculum. This means that a group of concepts are treated in all six primary grades but with different scope (horizontal expansion) and depth (vertical expansion) at each grade level.

To what extent do you feel that the Social Studies curriculum has :

a. expanded the scope of the concepts from one grade level to the higher grades by applying the concept to more cases and examples? 5 4 3 2 1

b. expanded the depth of the understanding of the concepts? 5 4 3 2 1

14. The Omani social science curriculum aims at modifying student social behaviors throughout the six years of primary school education.

To what extent has the curriculum met its goal of improving the following behaviors?

a. Cooperation 5 4 3 2 1

b. Belonging and loyalty 5 4 3 2 1

c. Patriotism 5 4 3 2 1

d. Modeling after an ideal 5 4 3 2 1

Mathematics

15. The Omani mathematics curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and abstraction.

Please rate (on the scale below) how well these mathematical concepts fit the student's level of development as they are associated with your grade level, by putting the number that best expresses your judgement in the blank space.

The concepts fit perfectly..........5
Concepts fit to a high degree.......4
Concepts fit to some degree.........3
The concepts fit poorly.............2
The concepts do not fit at all......1

Please respond to the items below in relation to the grade level you teach.

CONCEPTS:

a.	Open and closed figures	5	4	3	2	1
b.	Similarly and difference in shapes	5	4	3	2	1
c.	A set, an element in a set	5	4	3	2	1
d.	Order (in length, size and number)					
	(i) equal to	5	4	3	2	1
	(ii) greater than	5	4	3	2	1
	(iii)less than	5	4	3	2	1
e.	Dependence of the value of an integer on its rank (units, tens and hundreds).	5	4	3	2	1

f. Units of measurement
   (i) length 5 4 3 2 1
   (ii) volume 5 4 3 2 1
   (iii) currency 5 4 3 2 1
   (iv) time 5 4 3 2 1
   (v) weight 5 4 3 2 1

g. Division 5 4 3 2 1

h. Fractions 5 4 3 2 1

i. Geometric Figures:
   (i) square 5 4 3 2 1
   (ii) rectangle 5 4 3 2 1
   (iii) triangle 5 4 3 2 1
   (iv) circle 5 4 3 2 1
   (v) straight line 5 4 3 2 1
   (vi) arc 5 4 3 2 1
   (vii) angle 5 4 3 2 1
   (viii) right angle 5 4 3 2 1
   (ix) centre of circle, radius, diameter ... 5 4 3 2 1

j. Three-dimensional shapes:
   (i) cube 5 4 3 2 1
   (ii) cylinder 5 4 3 2 1
   (iii) sphere 5 4 3 2 1

16. If you think that some of these concepts (in item 10 above) do not fit the grade level that they were designated for, identify these concepts, and suggest what modififcation should be performed by putting a circle around the item, using the following scale:

   Eliminate the concept entirely 4
   Move the concept to a higher grade 3
   Move the concept to a lower grade 2
   The concepts are good where they are 1

   a. Sets 4 3 2 1

   b. Numbers (addition & subtraction)......... 4 3 2 1

   c. Order in relation to equal to, greater than, or less than 4 3 2 1

   d. Units & measures (length, volume, currency, time, weight) 4 3 2 1

   e. Geometric Figures 4 3 2 1

f. Dependence of value of integer and its rank in the number 4 3 2 1

g. Multiplication, division 4 3 2 1

h. Fractions 4 3 2 1

i. Angles 4 3 2 1

j. Three-dimensional figures 4 3 2 1

17. Please rate your students' ability to comprehend the following mathematical symbols, using the rating scale below:

Completely understood and used very well 5
Somewhat understood and easy to use 4
I can not decide 3
Somewhat difficult to understand and use 2
Too difficult to understand and/or use 1

Please respond only in the column title by the grade level that you teach.

SYMBOLS

+ 5 4 3 2 1

− 5 4 3 2 1

× 5 4 3 2 1

÷ 5 4 3 2 1

= 5 4 3 2 1

> 5 4 3 2 1

< 5 4 3 2 1

() 5 4 3 2 1

— (fractions) 5 4 3 2 1

□ 5 4 3 2 1

△ 5 4 3 2 1

[ ] 5 4 3 2 1

Science

18. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades.

To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units according to the following scale:

Fits perfectly	5
Fits to a good degree	4
Fits somewhat	3
Fits poorly	2
Does not fit at all	1

FIRST GRADE

a.	Weather	5	4	3	2	1
b.	Evaporation and condensation	5	4	3	2	1
c.	Formation of clouds, rain, snow	5	4	3	2	1
d.	Motions of the earth and moon	5	4	3	2	1
e.	Day and night	5	4	3	2	1
f.	Phases of the moon	5	4	3	2	1
g.	Air pollution	5	4	3	2	1

SECOND GRADE

a.	Living things reproduce	5	4	3	2	1
b.	Baby teeth	5	4	3	2	1
c.	Permanent teeth	5	4	3	2	1
d.	Stomach and intestines	5	4	3	2	1
e.	Lungs	5	4	3	2	1
f.	Magnetic power	5	4	3	2	1
g.	Compass	5	4	3	2	1

THIRD GRADE

a. Reporduction, life cycle 5 4 3 2 1

b. Mammals 5 4 3 2 1

c. Expansion of matter by hear (thermometer) .. 5 4 3 2 1

d. Electric current and electromagnet 5 4 3 2 1

e. Natural resources 5 4 3 2 1

f. Oil refinery 5 4 3 2 1

19. The syllabus for grades 1-3 emphasizes the development of many skills in light of the content and the objectives of the curriculum.

To what extent are such psychomotor skills such as connecting an electric current, measuring expansion in materials, etc., easily developed in terms of :

a. the maturity level of students 5 4 3 2 1

b. the availability of materials to do the activities suggested in the curriculum. 5 4 3 2 1

c. the availability of laboratories or activity rooms to do the practical activities. 5 4 3 2 1

20. Some of the concepts included in the science curriculum are also treated in the other curricula, such as social studies and mathematics. To what extent is such repetition necessary in terms of :

a. emphasizing the concepts 5 4 3 2 1

b. integrating the various subject matter .. 5 4 3 2 1

21. To what extent does the study of each unit in the science curricula (at a certain grade level) facilitate the learning of the subject matter in the following:

a. the first grade	5	4	3	2	1
b. the second grade	5	4	3	2	1
c. the third grade	5	4	3	2	1

22. To what extent is the content in the new science curriculum:

a. attractive to the students	5	4	3	2	1
b. interesting and enjoyable	5	4	3	2	1
c. motivational to students, involving them in suggested activities.	5	4	3	2	1

PART II
Section A. CURRICULUM CONTENT
(Islamic Studies Grades 1-6)

Introduction. The following is a list of statements concerning the Sultanate of Oman's Islamic Education Curriculum. Some of the statements are of a general nature; and some apply in a specific way to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani Islamic Education curriculum in realizing its goals in accordance with the following criteria:

	Occurs
Fully 5	(91% or more)
To a great extent 4	(90% to 60%)
Sometimes 3	(60% to 31%)
Seldom 2	(30% to 1%)
Rarely 1	(less than 1%)

Please Circle the number (only one) which identifies your evaluation after each of the following statements.

---

1. To what extent were the long range goals taken into consideration when setting the criteria for selecting and organizing the contents of the Islamic Education Curriculum? 5 4 3 2 1

2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you teach sufficient for realizing the desired goals of the Islamic Education Curriculum, 5 4 3 2 1

3. To what extent does the Islamic Education curriculum of the classes you teach emphasize the historical aspects of Islam 5 4 3 2 1

4. To what extent does the Islamic Education curriculum of the classes you teach emphasize the philosophical aspects of Islam? 5 4 3 2 1

5. To what extent does the Islamic Education curriculum encourage the students to participate in some of the special scholastic activities - such as the Religious Club and the Quranic memorization and recitation contests? 5 4 3 2 1

6. To what extent do teachers participate in the process of developing the Islamic Education curriculum? 5 4 3 2 1

7. What is the degree of integration between in the curriculum units of each grade of the elementary stage in Islamic Education? 5 4 3 2 1

8. To what extent is full integration realized between the Omani curriculum and the Islamic Education Curriculum in grades 1 through 6? 5 4 3 2 1

9. To what extent, in the Omani curriculum, is full integration realized between the Islamic Education curriculum and the other subjects' curricula :

   a. Islamic Education and the Arabic language?. 5 4 3 2 1

   b. Islamic Education and Social Studies? 5 4 3 2 1

   c. Islamic Education and Science? 5 4 3 2 1

   d. Islamic Education and Mathematics? 5 4 3 2 1

   e. Islamic Education and the English language? 5 4 3 2 1

10. To what extent does the curriculum and its methods encourage the students to understand that Islamic Education is not only an organized component of knowledge but a method of thinking and behaving as well? 5 4 3 2 1

11. To what extent is the practical exercise of religious worship :

   a. an integrated part of the Islamic Education method? 5 4 3 2 1

   b. a basic component of the Islamic Education method? 5 4 3 2 1

12. To what extent does the Islamic Education Curriculum encourage the students to develop the new directions and basic skills necessary for critical thought- namely:

a. not making hasty judgements? 5 4 3 2 1

b. testing the accuracy of information ? 5 4 3 2 1

c. evaluating the sources of information? ... 5 4 3 2 1

d. utilizing varied sources of information ... 5 4 3 2 1

13. To what extent does the Islamic Education Curriculum encourage the students to develop the directions and basic skills necessary for rational thought-namely :

a. deductive reasoning: applying general principles to special cases? 5 4 3 2 1

b. inductive reasoning: deriving a general principle or basis from special cases? 5 4 3 2 1

14. The contents of the Islamic Education Curriculum in the first three grades were designed in the form of separate lessons covering the six components of Islamic Education.

To what extent do you consider that the Separate Lessons Method leads to the realization of the desired integration within the component of Islamic Education as stipulated in the Curriculum Project? 5 4 3 2 1

15. The curriculum revolves around the six components of Islamic Education- namely, the Holy Quran, the Hadith (i.e., text tradition of the Prophet-May Allah's Peace and Blessings be upon him), Islamic creed, worship (prayers), the biography of the prophet (May Allah's Peace and Blessings be upon him), and Islamic upbringing.

To what extent do you believe that the curriculum's method for dealing with these components has succeeded in achieving a degree of unity and integration between these components? 5 4 3 2 1

16. The curriculum designers selected a group of short surahs containing difficult expressions. To what extent do you believe that such a selection enhances the realization of the three objectives of teaching the Holy Quran in these classes- namely :

a. Quranic recitation? 5 4 3 2 1

b. Quranic exegesis and comprehension? 5 4 3 2 1

c. Quranic memorization? 5 4 3 2 1

17. To what extent is the number of surahs assigned in each grade of the elementary stage compatible with the students' degree of rational maturity and assimilation ability?

in the first grade 5 4 3 2 1

in the second grade 5 4 3 2 1

in the third grade 5 4 3 2 1

in the fourth grade 5 4 3 2 1

in the fifth grade 5 4 3 2 1

in the sixth grade 5 4 3 2 1

18. To what extent do you believe that the content of the Quranic surahs assigned to each grade of the elementary stage is compatible with the students' abilities in the following components :

a. Quranic power ? 5 4 3 2 1

b. comprehension? 5 4 3 2 1

c. relating the meaning to daily life experiences? 5 4 3 2 1

d. relating the surahs' content to the curriculum content of the other Islamic Education components in the same grade? 5 4 3 2 1

19. To what extent do you sense the presence of a mutual conception or line of thought around which part or all of the curriculum content in each grade of the elementary stage revolves so as to lead to the presence of units each of which would cover the six components of Islamic Education-with each unit revolving around one meaning or conception? 5 4 3 2 1

20. To what extent do the students learn through this curriculum-in a practical and applicational manner- the principles of Islamic ethics and the performance of prayers? 5 4 3 2 1

21. To what extent does the study of Islamic Education reflect on the manners of the students:

a. in the family? 5 4 3 2 1

b. in the classroom? 5 4 3 2 1

c. in the school in general? 5 4 3 2 1

d. in the larger society? 5 4 3 2 1

22. To what extent was the full utilization of religious events incorporated into the design of the curriculum in a practical way so that parts related to a religious event would be taught at the time of its occurrence- thus, these events would have a profound impact on the students' manners by strengthening their faith and promoting prayers and other forms of worship? [e.g., teaching the subject of fasting before and during conclusion of fasting alms), and Eid-ul-fitr (or Ramadan Bairam) in the final days of Ramadan; etc.] 5 4 3 2 1

23. To what extent do you feel that the contents of some other educational curricula are fully utilized in providing explanatory examples or in establishing a principle of Islamic Education :

a. the sciences? 5 4 3 2 1

b. social studies? 5 4 3 2 1

24. To what extent did the Islamic Education Curriculum take into consideration the role of the teaching of the Holy Quran (through recitation, explanation, and memorization) in improving the students' mastery of the Arabic language? 5 4 3 2 1

PART II
Section A. CURRICULUM CONTENT
(Arabic Grades 4-6)

Introduction. Below are several statements applicable to the Omani Arabic Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Arabic Curriculum has been successful in fulfilling its mission. Use the scale as follows:

	Occurs
Mostly 5	(91% or more)
Frequently 4	(90% to 60%)
Occasionally 3	(60% to 31%)
Rarely 2	(30% to 1%)
Never 1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content?	5	4	3	2	1
2. To what extent is the amount of class time scheduled for Arabic at your grade level sufficient for the full attainment of the desired goals?	5	4	3	2	1
3. To what extent do the curricula at your grade level give emphasis the historical aspects of the Arabs and their language?	5	4	3	2	1
4. To what degree does the Arabic curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	5	4	3	2	1
5. To what degree do teachers participate in developing the Arabic curriculum?	5	4	3	2	1

6. To what extent is there integration between the various units making the syllabus of each grade level in primary school :

a. grades 4 through 6?	5	4	3	2	1
b. grades 1 through 6?	5	4	3	2	1

7. To what extent is there integration between Arabic courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?:

a. Arabic and Islamic Education	5	4	3	2	1
b. Arabic and Social Studies	5	4	3	2	1
c. Arabic and Science	5	4	3	2	1
d. Arabic and Mathematics	5	4	3	2	1
e. Arabic and English	5	4	3	2	1

8. To what extent do you feel that Omani Curriculum in Arabic has succeeded in developing the following skills of classical Arabic language use and usage:

a. Conversation?	5	4	3	2	1
b. Pronounciation?	5	4	3	2	1
c. Fluency in reading?	5	4	3	2	1
d. Writing correctly (spelling)?	5	4	3	2	1
e. Appreciation of grammatical rules?	5	4	3	2	1
f. Handwriting (penmanship)?	5	4	3	2	1
g. Self expression (Orally)?	5	4	3	2	1
h. Self expression (Writing)?	5	4	3	2	1

9. To what degree does the Arabic curriculum in your grade level give emphasis to:

a. Variety of concepts? 5 4 3 2 1

b. Intergration of Omani dialect with classical Arabic? 5 4 3 2 1

c. Use of classical Arabic in every day...... 5 4 3 2 1

d. Suitability of volcabulary used in each book to the age level of each grade? 5 4 3 2 1

e. The social and communicative function of language? 5 4 3 2 1

f. Facilitating the acquisition of the simple grammatical rules designed for these lower level grades? 5 4 3 2 1

10. To what extent do you feel that the exposure of the student to a variety of literacy forms (especially nursery rhymes and stories) help develop his appreciation of the musical nature of language and its richness? 5 4 3 2 1

11. To what extent do you feel that the study of various forms of Arabic writings (such as: poetry, prose, stories, etc.) help in developing the appreciation of structure and grammatical skills? 5 4 3 2 1

PART II
Section A CURRICULUM CONTENT
(Mathematics Grades 4-6)

Introduction. Below are several statements applicable to the Omani Mathematics Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Mathematics Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content? 5 4 3 2 1

2. To what extent is the amount of class time scheduled for Mathematics at your grade level sufficient for the full attainment of the desired goals? 5 4 3 2 1

3. To what degree does the Mathematics curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests? 5 4 3 2 1

4. To what degree do teachers participate in developing the Mathematics curriculum? 5 4 3 2 1

5. To what extent is there integration between and among elementary, preparatory and secondary Mathematics courses? 5 4 3 2 1

6. To what extent is there integration among Mathematics curricula from grade 1 through 6? 5 4 3 2 1

7. To what extent is there integration between Mathematics curriculum and the other subjects in the primary school?

   a. Mathematics and Islamic Studies 5 4 3 2 1

   b. Mathematics and Arabic 5 4 3 2 1

   c. Mathematics and Social Studies 5 4 3 2 1

   d. Mathematics and Science 5 4 3 2 1

   e. Mathematics and English 5 4 3 2 1

8. To what degree is field and practical activity included as part of the Mathematics curriculum? 5 4 3 2 1

9. To what degree is field and practical activity included as part of the methods of mathematic instruction? 5 4 3 2 1

10. To what degree does the mathematics curriculum help students develop and practice these attitudes and habits essential to logical thinking:

   a. deduction: application of a general rule in special cases or problems. 5 4 3 2 1

   b. induction: integrating the rules governing special cases and problems to arrive at general rules. 5 4 3 2 1

11. To what degree does the mathematics curriculum help students develop and practice these attitudes and habits essential to critical thinking?

   a. suspending judgement 5 4 3 2 1

   b. testing the accuracy of data 5 4 3 2 1

   c. evaluating sources of data 5 4 3 2 1

   d. using various sources of information ... 5 4 3 2 1

12. The mathematics curriculum has attempted to introduce some of the concepts of modern mathematics starting from the first grade using such concepts as sets, elements of a set, etc.

To what extent do you feel that this approach facilitates the study of numbers and the four basic mathematical functions (addition, subtraction, multiplication and division)? 5 4 3 2 1

13. In spite of the extensive use of modern mathematics, concepts in the first, second, and third grades, their emphasis gradually decreases in the fourth, fifth and sixth grades.

a. To what extent do you feel that this approach is suitable and right. 5 4 3 2 1

b. To what extent do you feel that this direction should continue in fourth to sixth grades also to be increased with higher grades. 5 4 3 2 1

14. To what extent do you feel that the introduction of some of the conept of modern mathematics in the lower grades of primary level will assist in learning the mathematical curriculum in the preparatory level (which considered that modern mathematical is basic at this level) 5 4 3 2 1

15. The Omani mathematics curriculum includes within its Syllabus some new mathematical concepts starting from the fourth grade and continue through the sixth grade, these concepts are developed in both scope and depth.

Please rate (on the scale below) how well these mathematical concepts fit the student's level of mental development as they are associated with the grade, level, by circling the number that best expresses your judgement in :

The concpets fit perfectly 5
The concepts fit to a high degree 4
The concepts fit to some degree 3
The concepts fit poorly 2
The concepts do not fit at all 1

Please respond to tha items below in relation to the grade level you teach

FOURTH GRADE

CONCEPTS

a. Million	5	4	3	2	1
b. Fractional number	5	4	3	2	1
c. Equivalent Fractions	5	4	3	2	1
d. Decimals	5	4	3	2	1
e. Prime numbers	5	4	3	2	1
f. Factors & Factoring	5	4	3	2	1
g. Tabulation of data and graphic representation	5	4	3	2	1
h. Variable	5	4	3	2	1
i. Equality and inequality	5	4	3	2	1
j. Plane, area of place, square unit	5	4	3	2	1
k. Regular and non-regular multisided figures	5	4	3	2	1
l. Acute, obtuse, right and inverse angles	5	4	3	2	1
m. Three dimensional shapes - pyramid and cone	5	4	3	2	1

FIFTH GRADE:

CONCEPTS :

a. Common multiples	5	4	3	2	1
b. Least common multiples	5	4	3	2	1
c. Common factors	5	4	3	2	1

d.	Square and square root	5	4	3	2	1
e.	Decimal place	5	4	3	2	1
f.	Value in terms of decimal place	5	4	3	2	1
g.	Symbols to express variables	5	4	3	2	1
h.	Volume, cubic units for volume	5	4	3	2	1
i.	Parellel to a plane	5	4	3	2	1
j.	Perpendicular to a plane	5	4	3	2	1
k.	Regular and non-regular multi-sided figures	5	4	3	2	1

SIXTH GRADE:

CONCEPTS :

a.	Rounding off of numbers	5	4	3	2	1
b.	Percentage	5	4	3	2	1
c.	Proportion and proportionality	5	4	3	2	1
d.	Interest (simple and compound)	5	4	3	2	1
e.	Time rate	5	4	3	2	1
f.	Average	5	4	3	2	1
g.	Range	5	4	3	2	1
h.	Algebraic expression	5	4	3	2	1
i.	Mathematical relation	5	4	3	2	1
j.	Surface area of a three-dimensional figure	5	4	3	2	1
k.	Similarity in geometric figures	5	4	3	2	1

16. If you think that some of these concepts (in item 15 above) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item, using the following scale:

Eliminate the concept entirely	4
Move the concept to a higher grade	3
Move the concept to a lower grade	2
The concepts are good where they are	1

FOURTH GRADE

CONCEPTS :

a.	Million	4	3	2	1
b.	Fractional number	4	3	2	1
c.	Equivalent Fractions	4	3	2	1
d.	Decimals	4	3	2	1
e.	Prime numbers	4	3	2	1
f.	Factors & Factoring	4	3	2	1
g.	Tabulation of data and graphic representation	4	3	2	1
h.	Variable	4	3	2	1
i.	Equality and inequality	4	3	2	1
j.	Plane, area of place, square unit (cm)	4	3	2	1
k.	Parallel and perpendicular	4	3	2	1
l.	Acute, obtuse, right and inverse angles	4	3	2	1
m.	Three dimensional shapes - pyramid and cone	4	3	2	1

FIFTH GRADE:

CONCEPTS :

a.	Common multiples	4	3	2	1
b.	Least common multiples	4	3	2	1
c.	Common factors	4	3	2	1
d.	Square and square root	4	3	2	1
e.	Decimal place	4	3	2	1
f.	Value in terms of decimal place	4	3	2	1
g.	Symbols to express variables	4	3	2	1
h.	Volume, cubic units for volume	4	3	2	1
i.	Parellel to a plane	4	3	2	1
j.	Perpendicular to a plane	4	3	2	1
k.	Regular and non-regular multi-sided figures	4	3	2	1

SIXTH GRADE:

CONCEPTS :

a.	Rounding off of numbers	4	3	2	1
b.	Percentage	4	3	2	1
c.	Proportion and proportionality	4	3	2	1
d.	Interest (simple and compound)	4	3	2	1
e.	Time rate	4	3	2	1
f.	Average	4	3	2	1
g.	Range	4	3	2	1

h. Algebraic expression 4 3 2 1

i. Mathematical relation 4 3 2 1

j. Surface area of a three-dimensional figure .. 4 3 2 1

k. Similarity in geometric figures 4 3 2 1

17. To what extent do you feel that starting the teaching of Algebra in the sixth grade is appropriate in light of ...

a. the maturity level of students at this age 5 4 3 2 1

b. the level of abstraction of Algebraic concepts 5 4 3 2 1

c. the level of training of primary school teachers to teach Algebra. 5 4 3 2 1

PART II
Section A. CURRICULUM
(Science Grades 4-6)

Introduction. Below are several statements applicable to the Omani Science Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Science Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content? 5 4 3 2 1

2. To what extent is the amount of class time scheduled for Science at your grade level sufficient for the full attainment of the desired goals? 5 4 3 2 1

3. To what extent do the curricula at your grade level give emphasis to the historical aspects of Science? 5 4 3 2 1

4. To what degree does the Science curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests? 5 4 3 2 1

5. To what degree do teachers participate in developing the Science curriculum? 5 4 3 2 1

6. To what extent is there integration between the various units making the syllabus of each grade level in the primary school? 5 4 3 2 1

7. To what extent is there integration among Science courses from grade 1 through 6? 5 4 3 2 1

8. To what extent is there integration between Science courses and the areas of the other subject matters? :

a. Science and Islamic Studies 5 4 3 2 1

b. Science and Arabic 5 4 3 2 1

c. Science and Mathematics 5 4 3 2 1

d. Science and Social Studies 5 4 3 2 1

e. Science and English 5 4 3 2 1

9. To what extent do the content and strategies used encourage the students to understand that Science is a method of thinking meaning as well as a structural body of knowledge? 5 4 3 2 1

10. To what degree are practical and field activities?

a. an integral part of the science curriculum 5 4 3 2 1

b. a basic part of the method of instruction 5 4 3 2 1

11. To what degree does the Science curriculum help students develop and practice using attitudes and habits essential to critical thinking:

a. suspending judgement 5 4 3 2 1

b. testing the accuracy of data 5 4 3 2 1

c. evaluating sources of data 5 4 3 2 1

d. using sources of information 5 4 3 2 1

12. To what degree does the Science curriculum help students develop and use logical thinking:

a. Deduction: application of a general rule in special cases or problems? 5 4 3 2 1

b. Induction: integrating the rules governing special cases to arrive at a general rule. 5 4 3 2 1

13. The Science curriculum for grades 4-6 introduces a variety of concepts grouped into topics or units.

To what extent do the following concepts fit the developmental maturity level of the students at the grade level for which these topics were designed to be implemented?

Answer only that portion that pertains to the grade level that you teach:

FOURTH GRADE

a. The organs of the human body 5 4 3 2 1

b. Reflection, reflection, and vision 5 4 3 2 1

c. Sound and hearing 5 4 3 2 1

d. Evaporation, condensation, distillation.. 5 4 3 2 1

e. Matter, states of matter, change of state... 5 4 3 2 1

f. Soil and fertilization 5 4 3 2 1

FIFTH GRADE

a. Classification	5	4	3	2	1
b. First aid	5	4	3	2	1
c. Lever, force and resistance	5	4	3	2	1
d. Energy and work, energy and heat transformations.	5	4	3	2	1
e. Combustion as chemical change, respiration	5	4	3	2	1
f. Earth's crust, erosion and natural resources.	5	4	3	2	1

SIXTH GRADE

a. Units and measurement, (mass, weight, etc.)	5	4	3	2	1
b. Pressure and bouyancy	5	4	3	2	1
c. Atom and molcules	5	4	3	2	1
d. Physical and chemical change	5	4	3	2	1
e. Elements, compounds mixtures	5	4	3	2	1
f. Solutions and saturation	5	4	3	2	1
g. Acid and base	5	4	3	2	1
h. Environmental relationships, (parasitism, predation, adaptation)	5	4	3	2	1
i. Magnetic field	5	4	3	2	1
j. Electric charge, currents and fields resistance and circuits	5	4	3	2	1

14. The syllabus for grades 4-6 includes the development of many skills in light of the content and the objectives of the curriculum.

To what extent are cognitive and psychomotor skills such as using and handling apparatus, forming hypotheses, experimental verification, designing investigations, etc. achieved in the Omani Science curriculum through:

a. the maturity level of students 5 4 3 2 1

b. the availability of materials to do the activities suggested in the curriculum. 5 4 3 2 1

c. the availability of laboratories or activity rooms to do practical activities. 5 4 3 2 1

15. To what extent does the study of each unit in the Science curriculum (at a certain grade level) facilitate the learning of the subject matter in the unit that follows in:

a. the fourth grade 5 4 3 2 1

b. the fifth grade 5 4 3 2 1

c. The sixth grade 5 4 3 2 1

16. To what extent is the content suggested in the new curriculum:

a. attractive to students 5 4 3 2 1

b. interesting and enjoyable 5 4 3 2 1

c. motivating to students to be involved in the suggested activities. 5 4 3 2 1

PART II

Section A. CURRICULUM CONTENT

(Social Studies Grades 4-6)

Introduction. Below are several statements applicable to the Omani Social Studies Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Social Studies Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content? 5 4 3 2 1

2. To what extent is the amount of class time scheduled for social studies at your grade level sufficient for the full attainment of the desired goals? 5 4 3 2 1

3. To what degree does the Social Studies curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests? 5 4 3 2 1

4. To what degree do teachers participate in developing the Social Studies curriculum? 5 4 3 2 1

5. To what extent is there integration between the various units of the Social Studies curriculum in each of the grades you teach? 5 4 3 2 1

6. To what extent is there integration among Social Studies courses from grade 4 through 6? 5 4 3 2 1

7. To what extent is there integration between Social Studies curriculum and the other subjects in the elementary curriculum? :

a. Social Studies and Islamic Studies 5 4 3 2 1

b. Social Studies and Arabic 5 4 3 2 1

c. Social Studies and Science 5 4 3 2 1

d. Social Studies and Mathematics 5 4 3 2 1

e. Social Studies and English 5 4 3 2 1

8. To what extent do the content and strategies used encourage the students to understand that the study of social matters uses logic as well as a structural body of knowledge? 5 4 3 2 1

9. To what degree is field and practical activity included as part of the methods of instruction? 5 4 3 2 1

10. The spiral curriculum approach has been used in designing the content of the Omani Social Science Curriculum. This means that a group of concepts are treated in all six primary grades but with different scope (horizontal expansion) and depth (vertical expansion) at each grade level.

To what extend do you feel that the curriculum has:

a. expanded the scope of the concepts from one grade to the higher grades, by applying the concept to more cases and examples? 5 4 3 2 1

b. expanded the depth of understanding of the concepts? 5 4 3 2 1

11. The Omani Social Studies curriculum aims at modifying students' social behaviors throughout six years of primary education.

To what extent has the curriculum met its goals of improving the following student behaviors?

a. Cooperation 5 4 3 2 1

b. Belonging and loyaly 5 4 3 2 1

c. Patriotism 5 4 3 2 1

d. Modelling after an ideal 5 4 3 2 1

12. To what degree does the social studies curriculum help students develop and practice using these attributes of critical thinking?

a. suspending judgements 5 4 3 2 1

b. testing the accuracy of data 5 4 3 2 1

c. evaluating sources of information 5 4 3 2 1

d. using various sources of information 5 4 3 2 1

13. The social science curriculum for the Omani primary schools separates the syllabus into units in history and units in geography for the fourth, fifth, and sixth grades.

To what extent do you feel that this separation of the syllabus is still useful in light of the desired integration of social studies content and concepts? 5 4 3 2 1

14. To what extent to you feel that it is necessary to separate civic education into a separate book during the fifth grade? 5 4 3 2 1

PART II
Section A. CURRICULUM CONTENT
(English Grades 4-6)

Introduction. Below are several statements applicable to the Omani English Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani English Curriculum has been successful in fulfilling its mission. Use the scale as follows:

	Occurs
Mostly 5	(91% or more)
Frequently 4	(90% to 60%)
Occasionally 3	(60% to 31%)
Rarely 2	(30% to 1%)
Never 1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the course content? 5 4 3 2 1

2. To what extent is the amount of class time scheduled for English at your grade level sufficient for the full attainment of the desired goals? 5 4 3 2 1

3. To what degree does the English curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests? 5 4 3 2 1

4. To what degree do teachers participate in developing the English curriculum? 5 4 3 2 1

5. To what extent is there integration between and among elementary, middle and secondary English courses? 5 4 3 2 1

6. To what extent is there integration among English courses from grade 4 through 6? 5 4 3 2 1

7. To what extent is there integration between English curriculum and the other subjects in the elementary curriculum? :

a. English and Islamic Studies 5 4 3 2 1

b. English and Arabic 5 4 3 2 1

c. English and Social Studies 5 4 3 2 1

d. English and Science 5 4 3 2 1

e. English and Mathematics 5 4 3 2 1

8. To what extent do the content and strategies used encourage the students to understand that English meaning as well as a structure? 5 4 3 2 1

9. To what degree is field and practical activity included as part of the English curriculum? 5 4 3 2 1

10. To what degree is field and practical activity included as part of the methods of instruction? 5 4 3 2 1

11. To what degree does the English curriculum help students develop the following skills:

a. listening 5 4 3 2 1

b. speaking 5 4 3 2 1

c. reading 5 4 3 2 1

d. comprehension 5 4 3 2 1

e. writing 5 4 3 2 1

12. To what extent does the Omani English curriculum give emphasis to developing skills involved in both forms of reading:

a. silent reading to promote comprehension 5 4 3 2 1

b. reading aloud to promote phonetical skills 5 4 3 2 1

13. To what extent do you feel that the Omani English curriculum give emphasis to developing the cognitive skills of learners at the different grade levels (4th through 6th)? 5 4 3 2 1

14. To what extent do you feel that the determinenation of the content vocabulary in grades 4 through 6 (500 words) is appropriate in quantity? 5 4 3 2 1

15. To what extent do you feel that the 500 words chosen in the Omani English curriculum as the extent of vocabulary for elementary school are appropriate to induce the transfer from the native language into the English language? 5 4 3 2 1

16. To what extent do you feel that within the limits of the sentence patterns and content vocabulary as designed in the Omani English curriculum, the following outcomes are accomplished by the learners?:

a. read silently through combining recognition of non-phonetic spelling with phonetic practice? 5 4 3 2 1

b. Respond to written texts with understanding? 5 4 3 2 1

c. Respond to and make oral requests and give greetings appropriate to various situations? 5 4 3 2 1

d. Give oral directions, instructions and descriptions? 5 4 3 2 1

e. Give information orally and in writing about himself, his family, his environment, his country and neighboring countries? 5 4 3 2 1

f. Identify and describe simple objects, processes and procedures in speech and writing? 5 4 3 2 1

g. Give a short account of an incident or event in speech and writing? 5 4 3 2 1

h. Transfer information from one form to another, for example: explain a diagram, interpret a timetable or sketch, draw a sketch from written instructions. 5 4 3 2 1

i. Master the mechanics of cursive writing with neatness and reasonable speed? 5 4 3 2 1

PART II
Section B. INSTRUCTION "CLASSROOM ACTIVITIES"

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

1. To what degree do your classroom procedures conform with the objectives of the course? 5 4 3 2 1

2. To what extent do you use the different methods of instruction suggest in the curriculum to suit below average, average and superior students? 5 4 3 2 1

3. When teaching assignments are made, to what degree is consideration given to factors such as:

   a. academic background of teachers? 5 4 3 2 1

   b. teaching experience? 5 4 3 2 1

   c. preference of teachers? 5 4 3 2 1

4. To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching? 5 4 3 2 1

5. To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other current subject matter information? 5 4 3 2 1

6. To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum? 5 4 3 2 1

7. To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior? 5 4 3 2 1

8. To what extent are students encouraged to develop investigations on their own? 5 4 3 2 1

9. To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing and logical thinking? 5 4 3 2 1

PART II
Section C. STAFF

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

1	How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?	5	4	3	2	1
2.	How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?	5	4	3	2	1
3.	To what extent have the primary school teachers participated in seminars, in-service training and workshops dealing with recent developments in education?	5	4	3	2	1
4.	To what extend does the Ministry contribute to the professional improvement of the primary school teachers?	5	4	3	2	1
5.	To what degree are non-specialized teachers used to teach, especially in the fourth, fifth, and sixth grades?	5	4	3	2	1

6. To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines? 5 4 3 2 1

7. How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications? 5 4 3 2 1

8. To what degree are primary school teachers given released time for In-Service education to implement the Omani curriculum? 5 4 3 2 1

9. To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum? 5 4 3 2 1

10. To what extent does the school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani curriculum? 5 4 3 2 1

PART II
Section D. FACILITIES, EQUIPMENTS, MATERIALS AND RESOURCES

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. Rate the rooms where you teach your course related to the following characteristics:					
a. proper ventilation	5	4	3	2	1
b. electrical outlets where needed	5	4	3	2	1
c. room darkening capability	5	4	3	2	1
d. adequate facilities for large and small group instruction and independent study	5	4	3	2	1
e. adequate space for storing equipment and materials	5	4	3	2	1
f. adequate space for student project work	5	4	3	2	1
2. To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to:					
a. teachers for instructional purposes?	5	4	3	2	1

b. students for project work? 5 4 3 2 1

c. students for team work? 5 4 3 2 1

d. students for individual work, both during and outside of classroom time? 5 4 3 2 1

3. To what degree are adequate quantities of the following provided:

a. Books for teachers?........................ 5 4 3 2

b. Books for students?........................ 5 4 3 2

4. To what extent are teachers responsible for the selection of equipment and materials? 5 4 3 2 1

5. To what extent are items of audiovisual equipment available for immediate use? 5 4 3 2 1

6. To what extent are teachers instructed in the use of equipment and materials? 5 4 3 2 1

7. To what extent are the materials, equipment and services in the sshool room kept in good working order? 5 4 3 2 1

8. To what extent are the classrooms adequate in number and size for the number of students in the class? 5 4 3 2 1

PART II
Section E. TEXTBOOKS

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what degree is the textbook satisfactory in terms of:

   a. design and layout (titles, table of contents, tables, examples, etc.) 5 4 3 2 1

   b. binding 5 4 3 2 1

   c. type size 5 4 3 2 1

   d. size of the book and the number of pages 5 4 3 2 1

   e. number, suitability and usefulness of illustrations to assist in learning. 5 4 3 2 1

   f. Illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects. 5 4 3 2 1

   g. artistic quality and attractiveness of illustration. 5 4 3 2 1

2. To what degree is the text book satisfactory in terms of:

a. logical sequencing of subject matter and learning tasks.	5	4	3	2	1
b. accuracy of information	5	4	3	2	1
c. recency of information	5	4	3	2	1
d. integration of the concepts and topics throughout the book.	5	4	3	2	1
e. flexibility and variety for adaptation to different learning situations.	5	4	3	2	1
f. integrate content with other subject matters without undue repetition.	5	4	3	2	1
g. amount of content in relation to the time allowed to cover it.	5	4	3	2	1

3. To what degree does the textbook:

a. reflect instructional objectives of the curriculum.	5	4	3	2	1
b. conform to the developmental stages of the students in terms of vocabulary readability and facilitating understanding.	5	4	3	2	1
c. satisfy needs and develop interests and motivations of students.	5	4	3	2	1
d. present characters or situations with which the student can identify.	5	4	3	2	1
e. help to develop critical thinking	5	4	3	2	1
f. conform to the achievement level of the students.	5	4	3	2	1

4. If the textbook you use has exercises that you use as student homework or classwork, please answer the following questions:

a. To what extent are there some exercises that help in diagnosing the weaknesses of the children?	5 4 3 2 1
b. To what degree are the activities suggested in the textbook practical?	5 4 3 2 1
c. To what extent are the activities suitable to the children of this age group?	5 4 3 2 1
d. To what extent does the child feel motivated in solving the exercise?	5 4 3 2 1
e. To what degree are the questions suitable to the mental maturity level of this age group?	5 4 3 2 1

PART II
Section F. TEACHER'S MANUAL

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what extent are special skills or training required before the teacher can use the teacher's manual? 5 4 3 2 1

2. In the teacher's manual, to what degree are:

   a. subject-matter topics and activities presented in a coherent, step-by-step manner? 5 4 3 2 1

   b. instructional objectives stated? 5 4 3 2 1

   c. if unstated, to what degree are instructional objectives obvious:

   (i) to the teacher only 5 4 3 2 1

   (ii) to both the teacher and the student... 5 4 3 2 1

   d. instructional objectives related to the subject matter? 5 4 3 2 1

   e. objectives and procedures consistent? 5 4 3 2 1

f. these major learning outcomes represented:					
(i) cognitive	5	4	3	2	1
(ii) affective	5	4	3	2	1
(iii) psychomotor	5	4	3	2	1
g. suggestions given for a variety of activities and ideas for classroom use?	5	4	3	2	1
3. To what degree does the teacher's manual effectively communicate:					
a. the instructional objectives?.............	5	4	3	2	1
b. the background needed to understand the subject matter?	5	4	3	2	1
c. the subject matter itself?...............	5	4	3	2	1
4. To what extent is the content of the teacher's manual:					
a. presented clearly?	5	4	3	2	1
b. recent and timely?	5	4	3	2	1
5. To what degree do you find these deficiencies in the teacher's manual?					
a. presentation of subject matter is not orderly?	5	4	3	2	1
b. teacher's manual is too confining for the teacher?	5	4	3	2	1
c. teacher's manual is too vague and lacks direction for the teacher?	5	4	3	2	1
d. teacher's manual does not clearly define the expected student outcomes?	5	4	3	2	1

6. To what degree are the ideas, suggestions and activities presented in the teacher's manual:

a. useful and relevant?	5	4	3	2	1
b. practical to implement?	5	4	3	2	1
c. interesting and enjoyed by the students?	5	4	3	2	1
d. fully involving the students	5	4	3	2	1
e. suitable for the learning capabilities of:					
(i) below average students?	5	4	3	2	1
(ii) average students?	5	4	3	2	1
(iii) superior students?	5	4	3	2	1

7. To what extent are the teaching materials and equipment suggested by the teacher's manual:

a. available?	5	4	3	2	1
b. easy to use?					
(i) by the teacher	5	4	3	2	1
(ii) by the students	5	4	3	2	1

8. To what extent do the materials and suggestions in the teacher's manual encourage development of the following instructional processes:

a. listening?	5	4	3	2	1
b. discussing?	5	4	3	2	1
c. defining and explaining key terms and concepts?	5	4	3	2	1
d. contrasting, comparing?	5	4	3	2	1
e. recognizing various methods to solve problems?	5	4	3	2	1

9. To what degree is the teacher's manual helpful in:

a. Promoting the teacher's understanding of the concept in order to be able to present it in class? 5 4 3 2 1

b. Suggesting new ideas to facilitate the students' understanding of the concepts? 5 4 3 2 1

c. Suggesting extra figures and charts to facilitate the concept acquisition? 5 4 3 2 1

d. Giving more examples and non-examples of each concept? 5 4 3 2 1

e. Suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age? 5 4 3 2 1

f. Providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught? 5 4 3 2 1

g. Providing the teacher ideas and examples to design assessment of the student's progress? 5 4 3 2 1

10. To what extent does the teacher's manual offer adequate evaluation procedures for assessing:

a. factual recall?...................... 5 4 3 2 1

b. comprehension?...................... 5 4 3 2 1

c. ability to analyze?.................... 5 4 3 2 1

d. ability to apply?..................... 5 4 3 2 1

e. problem-solving ability?.............. 5 4 3 2 1

11. To what extent are a variety of evaluation methods (besides paper and pencil tests) suggested? 5 4 3 2 1

PART II
Section G. ASSESSMENT

Introduction. Below are several statements applicable to the Omani Curriculum. Some of these statements are of a general nature. Some are specific to the course that you teach. Respond to each of the statements, indicating your assessment as to the extent that the Omani Curriculum has been successful in fulfilling its mission. Use the scale as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 60%)
Occasionally	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(less than 1%)

Circle the number (only one) which identifies your evaluation of the statement.

---

1. To what degree does your student assessment plan use techniques and instruments such as the following:

   a. non-written performance tests? 5 4 3 2 1

   b. objective tests? 5 4 3 2 1

   c. essay examinations? 5 4 3 2 1

   d. teacher observation?

2. To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies and values and attitudes? 5 4 3 2 1

3. To what degree have primary school teachers received In-Service or other training regarding assessment and performance measures? 5 4 3 2 1

4. To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner? 5 4 3 2 1

5. To what degree do your tests assess:

   a. recall of facts?........................ 5 4 3 2 1

   b. comprehension?.......................... 5 4 3 2 1

   c. ability to analyze?..................... 5 4 3 2 1

   d. ability to apply?....................... 5 4 3 2 1

   e. problem-solving?........................ 5 4 3 2 1

6. To what extent is assessment of student achievement made in terms of success in meeting objectives specified by the curriculum? 5 4 3 2 1

7. To what extent is student assessment used in revising and improving instructional activities? 5 4 3 2 1

8. To what degree do you prefer that the tests in elementary school be made by:

   a. teachers?............................... 5 4 3 2 1

   b. the school?............................. 5 4 3 2 1

   c. the school district?.................... 5 4 3 2 1

9. To what degree do the existing examinations in your school and school district account for individual differences of students? 5 4 3 2 1

10. To what extent do tests contain a few items simple enough for all students to answer? 5 4 3 2 1

11. To what extent are the tests designed to avoid reading rate and comprehension contamination? 5 4 3 2 1

12. To what degree are the tests representative of different test item types (eg.true-false, completions, multiple choice, etc.)? 5 4 3 2 1

13. To what degree are the test instructions clear and explicit?	5	4	3	2	1
14. To what extent are the test items clear and concise?	5	4	3	2	1
15. To what degree does the teacher explain to the students the specific competencies?	5	4	3	2	1
16. To what degree are test grades based on:					
a. Criterion reference?..................	5	4	3	2	1
b. normative reference?..................	5	4	3	2	1
17. To what extent is the assessment method used throughout instruction designed to provide:					
a. interim reports of student progress?	5	4	3	2	1
b. specific diagnoses of student strengths and weaknesses?	5	4	3	2	1
c. information to both the student and the teacher?	5	4	3	2	1
18. To what degree are final tests used to to provide a basis on which grades for the course are assigned?	5	4	3	2	1
19. To what degree are tests used to provide data from which reports to parents and transcripts are prepared?	5	4	3	2	1

SUPERVISOR'S QUESTIONNAIRE

PART I
Section A. SUPERVISOR INFORMATION

1. Sex: ______Male ______Female

2. Nationality: ______Omani __________Non Omani

3. Please check your level of supervisory responsibility:

______ Directorate of General Education

______ Directorate of curriculum

______ School District

4. In which school district do you supervise?

______ Capital

______ Al Rustaq

______ Al Sharqiyah

______ Al Dhahirah

______ Musandam

______ Al Batinah

______ Al Dakhiliyah

______ Al Wosta

______ Al Janoubiyah

5. What grade level(s) do you supervise?

______ First, second and third

______ Fourth, fifth and sixth

6. What subject do you supervise?

______ All subjects

______ Islamic Studies

______ Social Studies

______ Arabic

______ Science

______ Mathematics

______ English

7. How many years did you teach in the primary schools before being appointed as a supervisor?

____ From one to three years

____ From four to six years

____ From seven to ten years

____ More than ten years

8. How many years have you been a supervisor?

____ From one to three years

____ From four to six years

____ From seven to ten years

____ More than ten years

9. How many years have you been a supervisor in Oman?

____ From one to three years

____ From four to six years

____ From seven to ten years

____ More than ten years

10. What is the number of teachers that you supervise?

____ Less than 20

____ From 20 to 50

____ From 50 to 100

____ From 100 to 500

____ More than 500

11. What is your educational preparation? (check one)

_____ College or University Degree (in Education)

_____ College or University Degree (other than College of Education)

_____ Teacher Training Institute (2 years after Secondary School)

_____ Teacher Training Institute (1 year after Secondary School)

_____ Teacher Training Institute (5 years after Preparatory School)

_____ Teacher Training Institute (3 years after Preparatory School)

_____ Secondary School Completed

_____ Preparatory School Completed

_____ Elementary School Completed

12. Year of Graduation: ______________(year)

13. Country where you received your degree:

_________________________ (country)

14. Name of Institute, College or University where you received your degree :

____

15. What was the length of In-Service training you received in supervisory preparation? (Please check one)

____ None

____ Less than one month

____ One to three months

____ Four to twelve months

____ One to two years

16. Where did you receive this In-Service training?

_____ in Oman _____ outside Oman

17. How many workshops have you attended concerning the implementation of the Omani curriculum? (Please check one):

____ None

____ One workshop

____ Two workshops

____ Three workshops

____ Four or more workshops

ADMINISTRATOR'S QUESTIONNAIRE

PART I
Section A EDUCATIONAL ADMINISTRATORS INFORMATION

1. Sex: ______Male ______Female

2. Nationality: ________Omani ____________Non Omani

3. Please check level of your administrative responsibilities:

_______ Directorate of General Education

_______ School District

_______ School

4. Name your school district?

_________ Capital

________ Al Rustaq

________ Al Sharqiyah

________ Al Dhahirah

________ Musandam

_________ Al Batinah

_________ Al Dakhiliyah

_________ Al Wosta

_________ Al Janoubiyah

5. How many years did you teach before becoming an administrator?

____ From one to three years

____ From four to six years

____ From seven to ten years

____ More than ten years

6. How many years have you been an administrator?

_____ From one to three years

_____ From four to six years

_____ From seven to ten years

_____ More than ten years

7. What is your occupational title?

_____ Director in the Ministry of Education

_____ Director in the school district

_____ Technical Supervisor in the Curriculum Department

_____ Technical Supervisor in General Education Department

_____ Headmaster/Deputy Headmaster

8. What is the average number of teachers under your administration?

____ Less than 20

____ From 20 to 50

____ From 50 to 100

____ From 100 to 500

____ More than 500

9. What is your educational preparation? (check one)

_____ College or University Degree (in Education)

_____ College or University Degree (other than College of Education)

_____ Teacher Training Institute (2 years after Secondary School)

_____ Teacher Training Institute (1 year after Secondary School)

_____ Teacher Training Insitute (5 years after Preparatory School)

_____ Teacher Training Institute (3 years after Preparatory School)

_____ Secondary School Completed

_____ Preparatory School Completed

_____ Elementary School Completed

10. What was the length of In-Service training you received in administrative preparation? (Please check one)

_____ None

_____ Less than one month

_____ One to three months

_____ Four to twelve months

_____ One to two years

11. Where did you receive this In-Service training?

_____ in Oman _____ outside Oman

12. How many workshops have you attended concerning the implementation of the Omani curriculum? (Please check one):

_____ None

_____ One workshop

_____ Two workshops

_____ Three workshops

_____ Four or more workshops

PARENT'S QUESTIONNAIRE

PART I
Section A. PARENT INFORMATION

1. Sex: ______Male ______Female

2. Nationality: _______Omani ___________Non Omani

3. What level of education have you completed? (check one)

a. _____ University or College graduate
b. _____ Secondary School graduate
c. _____ Attended Secondary School but did not graduate
d. _____ Finished Preparatory School
e. _____ Attended Preparatory School but did not graduate
f. _____ Finished Primary School
g. _____ Attended Primary School but did not graduate
h. _____ Can read and write but hold no certificate

4. In what school district do you live?

________ Capital
_______ Al Rustaq
_______ Al Sharqiyah
_______ Al Dhahirah
_______ Musandam
________ Al Batinah
________ Al Dakhiliyah
________ Al Wosta
________ Al Janoubiyah

5. How many children do you have registered in the Primary School?

_____ one

_____ two

_____ three

_____ four

_____ five

_____ six

_____ more than six

_____ I do not have any children in Primary School

6. If you have children in Primary School, in what grade(s) is each of you chilren enrolled?

_____ first grade

_____ second grade

_____ third grade

_____ fourth grade

_____ fifth grade

_____ sixth grade

7. Have you had children who have finished Primary School before 1978?

_____ Yes

_____ No

8. Do you know about the new Omani curriculum developed by the Ministry of Education & Youth after 1978?

_____ Yes

_____ No

9. From what sources did you get your information about the new Omani curriculum?

I heard about the Omani Curriculum :

_____ a. When I was asked to give my opinion about the Omani curriculum while it was developed.

_____ b. From freinds in the Ministry of Education & Youth.

_____ c. From some of the teachers who instruct my child(ren).

_____ d. Through information in the mass media.

_____ e. When I assisted my children with their homework.

10. How frequently do you participate in teacher-parent meetings? (Please check one)

_____ a. All the time

_____ b. Sometimes

_____ c. Never

PART I
Section B. PARENT OPINION SURVEY

Introduction: Below are several statements about the Omani Curriculum. Since we all think differently about such matters, this part of the parents' survey allows you express your beliefs and opinions. Respond to each of the statements as follows:

		Occurs
Mostly	5	(91% or more)
Frequently	4	(90% to 61%)
Sometimes	3	(60% to 31%)
Rarely	2	(30% to 1%)
Never	1	(1% or less)

For example, if you would like to indicate Mostly to one of the following statement. But if you should want to indicate Never, you would circle "1". Respond to each statement as best you are able.

---

1. My child has expereinced difficulties with the new Omani curriculum in :

a. Islamic Studies	5	4	3	2	1
b. Arabic	5	4	3	2	1
c. Social Studies	5	4	3	2	1
d. Mathematics	5	4	3	2	1
e. Science	5	4	3	2	1
f. English	5	4	3	2	1

2. My child is usually assigned enough homework.	5	4	3	2	1

3. My child usually encounters difficulties in doing his homework in the following subjects :

a. Islamic Studies 5 4 3 2 1

b. Arabic 5 4 3 2 1

c. Social Studies 5 4 3 2 1

d. Mathematics 5 4 3 2 1

e. Science 5 4 3 2 1

f. English 5 4 3 2 1

4. I usually help my child in doing his homework, and find :

a. There is too much homework 5 4 3 2 1

b. It is difficult for the child to do the homework on his own. 5 4 3 2 1

c. I like to see the school work that the child does at home. 5 4 3 2 1

5. My child usually spends some time every day studying the subject matter that was taught to him that day. 5 4 3 2 1

6. My child usually spends his time after he comes from school in:

a. Doing his homework only 5 4 3 2 1

b. Studying the material that he covered that day in school. 5 4 3 2 1

c. Preparing for the next day's lesson 5 4 3 2 1

d. Doing activities related to the school curriculum. 5 4 3 2 1

e. Watching TV and listening to the radio	5	4	3	2	1
f. Playing outside the house with his friends	5	4	3	2	1

7. Because of my child's textbooks are interesting, I usually read them:

a. Islamic Studies textbooks	5	4	3	2	1
b. Arabic textbooks	5	4	3	2	1
c. Social Studies textbooks	5	4	3	2	1
d. Mathematics textboosk	5	4	3	2	1
e. Science textbooks	5	4	3	2	1
f. English textbooks	5	4	3	2	1

8. I feel that the textbooks that my child studies are :

a. well designed and printed	5	4	3	2	1
b. attractive and interesting	5	4	3	2	1
c. appropriate for his age	5	4	3	2	1

9. I feel that the content of my child's textbooks is :

a. Well presented and easy to understand	5	4	3	2	1
b. Supported with illustrations and pictures to make it easy to follow.	5	4	3	2	1
c. Writen in a manner that makes it easy for the child to read and understand.	5	4	3	2	1
d. Written in a direct and to the point manner	5	4	3	2	1
e. Suits the abilities of the child and stimulates his interest.	5	4	3	2	1

f. Encourages the child to read 5 4 3 2 1

g. Motivates the child to do his homework 5 4 3 2 1

10. I encourage my child to tell me about what goes on in his school. 5 4 3 2 1

11. My child always talks about the new Omani curriculum :

a. Enthusiastically 5 4 3 2 1

b. Negatively 5 4 3 2 1

12. My child usually shows that he likes :

a. The materials included in his textbooks 5 4 3 2 1

b. The activities that he does related to the subject matter he is studying at school. 5 4 3 2 1

13. The Omani curriculum encourages my child to apply what he learned at school to everyday activities outside of school. 5 4 3 2 1

14. The Omani curriculum allows my child to grow intellectually form one year to the next. 5 4 3 2 1

15. I usually assess my child's progress by :

a. Grade reports that he receives from the school 5 4 3 2 1

b. Meetings with his teachers. 5 4 3 2 1

16. I usually assess my child's progress by :

a. His interaction with the various family members.	5	4	3	2	1
b. His friends in the community	5	4	3	2	1
c. His interactions with the teachers	5	4	3	2	1

17. I feel that the Omani curriculum is suitable to educate my child, especially in introducing him to :

a. The Islamic values	5	4	3	2	1
b. The Arabic culture	5	4	3	2	1
c. His Omani heritage	5	4	3	2	1
d. Modern science and technology	5	4	3	2	1

APPENDIX B

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Part I Section A
Teacher Information

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
1. Sex?									
male:	%	48.2	59.4	60.5	54.8	66.1	59.8	69.2	55.2
female:	%	51.8	40.6	39.5	45.2	33.9	40.2	30.8	44.8
2. Nationality?									
Omani:	%	33.7	40.7	22.1	25.2	22.8	26.4	15.0	30.0
Non-Omani:	%	66.3	59.3	77.9	74.8	77.2	73.6	85.0	70.0
3. Name of your school district?									
Capital:	%	32.1	16.1	13.2	15.7	9.4	15.2	12.5	21.3
Al Batinah:	%	12.5	17.7	25.8	14.2	20.2	21.2	17.5	17.3
Al Roustaq:	%	10.5	6.8	14.8	20.3	9.4	17.7	10.0	11.9
Al Dakhiliyah:	%	9.5	7.7	1.1	13.2	12.4	8.1	15.5	9.7
Al Sharqiyah:	%	7.2	9.7	9.3	7.1	8.2	2.5	4.5	7.6
Al Wousta:	%	6.9	11.9	7.7	7.1	7.3	7.1	11.5	7.6
Al Dhahirah:	%	8.5	12.9	15.4	9.1	15.5	13.6	9.0	10.6
Al Janqubiyah:	%	8.4	13.9	12.6	11.2	13.3	11.6	14.0	10.7
Musandam:	%	4.3	3.5	0.0	2.0	4.3	3.0	5.5	3.4
4. What grade level(s) do you teach?									
First, second, and third:	%	97.4	17.0	1.4	10.1	3.5	16.5	11.9	49.9
Fourth, fifth, and sixth:	%	2.6	83.0	98.6	89.9	96.5	83.5	88.1	50.1

* = Item IA not asked

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
5. What subject do you teach?			% data not available						
6. At what time do you teach?									
Morning:	%	55.0	81.7	84.4	72.2	88.3	74.1	83.5	69.1
Afternoon:	%	45.0	18.3	15.6	27.8	11.7	25.9	16.5	30.9
7. What is the average number of students in your class?									
Less than 25:	%	6.1	13.7	20.0	20.6	15.6	13.4	15.4	12.1
From 25 to 35:	%	21.4	28.0	33.1	22.4	25.2	36.0	42.1	27.1
more than 35:	%	72.5	58.4	46.9	57.0	59.2	50.6	42.6	60.8
8. How many years have you been a teaching									
From one to three years:	%	22.8	24.3	19.9	19.6	14.7	9.7	10.3	20.3
From four to six years:	%	9.1	12.7	6.8	20.6	5.2	14.8	10.8	10.8
From seven to ten years:	%	7.2	10.7	10.8	14.3	27.7	25.0	16.9	13.2
More than ten years:	%	60.9	52.3	62.5	45.5	52.4	50.6	62.1	55.8
9. How many years have you been a teacher in Oman?									
From one to three years:	%	68.2	64.1	68.2	48.1	75.4	49.3	47.7	63.8
From four to six years:	%	20.9	19.8	22.5	24.1	14.9	26.3	37.4	22.1
From seven to ten years:	%	6.9	7.7	6.4	15.8	6.1	9.9	11.3	8.3
More than ten years:	%	4.0	8.4	2.9	12.0	3.5	14.5	3.6	5.8

* = Item IA not asked

Item IA	All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
10. What is your educational preparation?								
College or University degree (in Education): %	3.0	11.7	6.9	27.7	40.4	25.3	11.6	12.8
College or University degree (in other than College of Education): %	1.7	12.1	5.1	16.8	8.1	25.3	5.8	8.8
Teacher Training Institute (2 years after Secondary School) %	32.9	25.2	30.3	28.8	23.3	20.0	68.9	32.0
Teacher Training Institute (1 years after secondary School): %	9.4	4.8	12.6	6.8	6.3	3.7	3.2	7.8
Teacher Training Institute (5 years after Preparatory School): %	23.1	12.4	28.6	12.0	12.1	13.2	0.0	17.0
Teacher Training Institute (3 years after Preparatory School) %	25.9	15.5	13.7	5.8	7.2	5.8	9.5	16.4
Secondary School completed: %	2.5	5.2	1.7	2.1	2.7	4.2	1.1	2.7
Preparatory School completed: %	1.0	9.0	0.6	0.0	0.0	1.1	0.0	1.7
Elementary School completed: %	0.1	3.8	0.0	0.0	0.0	1.6	0.0	0.6
Without completing elementary school: %	0.3	0.3	0.6	0.0	0.0	0.0	0.0	0.2
11. What was the length of In-Service training you received in the subject matter(s) you teach?								
None: %	31.0	39.7	35.3	26.5	35.5	23.2	15.2	29.7
Less than one month: %	45.8	26.8	41.3	47.1	48.6	54.8	28.1	43.2
One to three months: %	7.5	4.8	8.7	14.2	6.5	12.9	14.0	9.2
Four to six months: %	1.7	3.3	0.7	4.5	1.9	1.9	3.9	2.5

Subject Taught

* = Item IA not asked

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
11. What was the length of In-Service training you received in the subject matter(s) you teach? (con't)									
Seven to twelve months:	%	2.5	0.0	5.3	1.9	0.9	0.6	1.1	1.9
One to two years:	%	11.5	25.4	8.7	5.8	6.5	6.5	37.6	13.5
12. Where did you receive this In-Service training?									
In Oman:	%	36.9	48.6	19.8	29.4	24.6	39.6	33.1	36.0
Outside Oman:	%	63.1	51.4	80.2	70.6	75.4	60.4	66.9	64.0
13. What was the length of In-service training you received in the practice of education (Psychology, Educational Philosophy, etc.)?									
Less than one month:	%	43.7	*	48.5	33.5	52.0	50.7	23.2	41.7
One to three months:	%	28.7	*	28.8	43.7	33.3	35.3	21.3	30.2
Four to six months:	%	7.0	*	6.8	10.8	4.1	6.7	14.0	7.6
Seven to twelve months:	%	5.2	*	4.5	6.3	1.8	2.0	4.3	4.4
One to two years:	%	15.4	*	11.4	5.7	8.8	5.3	37.2	16.0
14. Where did you receive this In-Service preparation?									
In Oman:	%	23.3	*	12.8	27.3	21.7	44.2	21.0	28.3
Outside Oman:	%	76.7	*	87.2	72.7	78.3	55.8	79.0	71.7
15. How many workshops have you attended concerning the implementation of the Omani curriculum?									
None:	%	42.0	36.2	30.7	30.8	43.1	39.5	28.0	37.3
One workshop:	%	31.2	30.0	34.6	27.5	25.5	34.9	9.5	29.7
Two Workshops:	%	15.1	16.2	17.6	23.1	18.1	12.8	8.3	15.8

* = Item IA not asked

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
15. How many workshops have you attended concerning the implementation of the Omani curriculum? (con't)									
Three Workshops:	%	6.1	10.4	8.5	9.3	7.4	7.0	13.7	7.8
Four or more Workshops:	%	5.6	7.3	8.5	9.3	5.9	5.8	40.5	9.4

Part I Section A
Supervisor Information

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
1. Sex?									
male:	%	61.9	84.2	79.2	88.0	77.3	81.0	79.2	76.8
female:	%	38.1	15.8	20.8	12.0	22.7	19.0	20.8	23.2
2. Nationality?									
Omani:	%	27.9	40.0	20.8	4.0	4.5	23.8	29.2	21.8
Non-Omani:	%	72.1	60.0	79.2	96.0	95.5	76.2	70.8	78.2
3. Level of your supervisory responsibilities?									
Directorate of General Education:	%	0.0	0.0	5.0	0.0	9.5	4.8	0.0	2.4
Directorate of curriculum:	%	0.0	0.0	15.0	16.0	4.8	19.0	18.2	9.8
School District:	%	100.0	100.0	80.0	84.0	85.7	76.2	81.8	87.8
4. Name of your school district?									
Capital:	%	14.0	15.8	15.0	17.4	15.8	17.6	26.3	16.9
Al Batinah:	%	14.0	15.8	20.0	8.7	5.3	0.0	15.8	12.5
Al Roustaq:	%	7.0	0.0	15.0	8.7	5.3	5.9	5.3	6.9
Al Dakhiliyan:	%	11.6	21.1	15.0	13.0	15.8	17.6	15.8	15.0
Al Sharqiyah:	%	11.6	5.3	5.0	8.7	15.8	11.8	10.5	10.0
Al Wosta:	%	9.3	10.5	0.0	8.7	10.5	17.6	5.3	8.1
Al Dhahirah:	%	14.0	5.3	5.0	8.7	5.3	5.9	5.3	8.1
Al Janoubiyah:	%	14.0	26.3	25.0	21.7	26.3	23.5	10.5	20.0
Musandam:	%	4.7	0.0	0.0	4.3	0.0	0.0	5.3	2.5
5. What grade level(s) do you supervise?									
First, second, and third:	%	100.0	25.0	52.9	40.0	35.7	42.9	0.0	52.1
Fourth, fifth, and sixth:	%	0.0	75.0	47.1	60.0	64.3	57.1	100.0	47.9

6. What subject do you supervise? % data not available

Item IA	Subject Taught							
	All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
7. How many years did you teach in the primary schools before becoming a supervisor?								
From one to three years: %	10.3	28.6	5.6	0.0	5.9	6.7	20.0	10.3
From four to six years: %	17.9	28.6	11.1	5.6	11.8	21.7	13.3	16.9
From seven to ten years: %	12.8	0.0	11.1	11.1	11.8	6.7	40.0	13.2
More than ten years: %	59.0	42.9	72.2	83.3	70.6	53.3	26.7	59.6
8. How many years have you been an supervisor?								
From one to three years: %	26.2	12.5	21.1	4.5	22.2	18.8	26.1	20.3
From four to six years: %	28.6	37.5	36.8	36.4	38.9	37.5	30.4	33.8
From seven to ten years: %	31.0	12.5	26.3	40.9	27.8	37.5	13.0	28.4
More than ten years: %	14.3	37.5	15.8	18.2	11.1	6.3	30.4	17.6
9. How many years have you been a supervisor in Oman?								
From one to three years: %	61.5	33.3	52.6	62.5	57.9	50.0	54.5	55.6
From four to six years: %	20.5	41.7	26.3	33.3	21.1	31.3	36.4	28.5
From seven to ten years: %	15.4	8.3	10.5	4.2	21.1	18.8	4.5	11.9
More than ten years: %	2.6	16.7	10.5	0.0	0.0	0.0	4.5	4.0
10. What is the average number of teachers that you supervise?								
Less than 20: %	2.3	0.0	9.1	0.0	0.0	16.7	4.3	4.3
From 20 to 50: %	18.6	50.0	27.3	26.1	41.2	16.7	26.1	27.4
From 50 to 100: %	79.1	22.2	59.1	69.6	52.9	61.1	43.5	59.1
From 100 to 500: %	0.0	22.2	4.5	4.3	0.0	5.6	8.7	5.5
Over 500: %	0.0	5.6	0.0	0.0	5.9	0.0	17.4	3.7

Item IA		Subject Taught						
	All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
11. What is your educational preparation?								
College or University degree (in Education): %	10.0	56.3	47.8	32.0	26.3	45.0	52.2	34.9
College or University degree (in other than College of Education): %	2.5	12.5	4.3	4.0	0.0	5.0	17.4	6.0
Teacher Training Institute (2 years after Secondary school): %	40.0	12.5	30.4	56.0	31.6	35.0	13.0	33.1
Teacher Training Institute (1 years after secondary School): %	7.5	18.8	0.0	4.0	5.3	5.0	13.0	7.2
Teacher Training Institute (5 years after Preparatory School): %	15.0	0.0	13.0	4.0	26.3	5.0	0.0	9.6
Teacher Training Institute (3 years after Preparatory School): %	7.5	0.0	0.0	0.0	5.3	5.0	0.0	3.0
Secondary School: %	10.0	0.0	0.0	0.0	5.3	0.0	4.3	3.6
Preparatory School: %	5.0	0.0	4.3	0.0	0.0	0.0	0.0	1.8
Elementary School: %	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.6
12. What was the length of In-Service training you received in supervisory preparation?								
None: %	5.3	15.4	4.8	0.0	5.6	15.8	20.8	8.8
Less than one month: %	42.1	46.2	47.6	50.0	44.4	36.8	20.8	40.9
One to three months: %	21.1	15.4	28.6	30.8	27.8	15.8	29.2	24.5
Four to twelve months: %	13.2	7.7	9.5	11.5	22.2	15.8	12.5	13.2
One to two years: %	18.4	15.4	9.5	7.2	0.0	15.8	16.7	12.6
13. Where did you receive this In-Service training?								
In Oman: %	29.4	30.8	17.6	3.8	15.4	18.8	31.6	21.0
Outside Oman: %	70.6	69.2	82.4	96.2	84.6	81.3	68.4	79.0

Item IA		Subject Taught							
		All Subjects	Islamic	Arabic	Math	Science	Social Studies	English	Total
14. How many workshops have you attended concerning the implementation of the Omani curriculum?									
None:	%	28.6	33.3	20.0	28.0	23.5	20.0	9.1	23.4
One workshop:	%	17.1	13.3	30.0	8.0	11.8	5.0	13.6	14.3
Two Workshops:	%	11.4	6.7	15.0	36.0	17.6	15.0	4.5	15.6
Three Workshops:	%	28.6	26.7	25.0	28.0	23.5	35.0	9.1	25.3
Four or more Workshops:	%	14.3	26.7	10.0	0.0	23.5	25.0	63.6	21.4

Part I Section A
School Administrator Information

Item IA	Percent Response
1. Sex:	
male	77.4
female	22.6
2. Nationality:	
Omani	47.2
Non-Omani	52.8
3. Level of your administrative responsibilities:	
Directorate of General Education	4.9
School District	20.4
School	74.6
4. Name of your school district:	
Capital	27.4
Al Batinah	10.4
Al Roustaq	11.9
Al Dakhiliyah	8.9
Al Sharqiyah	6.7
Al Wosta	8.1
Al Dhahirah	9.6
Al Janoubiyah	12.6
Musandam	4.4

Item IA	Percent Response
5. How many years did you teach before becoming an administrator?	
From one to three years	20.3
From four to six years	23.8
From seven to ten years	24.5
More than ten years	31.5
6. How many years have you been an administrator?	
From one to three years	26.0
From four to six years	22.6
From seven to ten years	26.7
More than ten years	24.7
7. What is your occupational title?	
Director in the Ministry of Education	3.4
Director in the school district	6.2
Technical Supervisor in the Curriculum Department	6.2
Technical Supervisor in General Education Department	3.4
Headmaster/Deputy Headmaster	80.8

Item IA	Percent Response
8. What is the average number of teachers under your administration?	
Less than 20	44.0
From 20 to 50	39.0
From 50 to 100	1.4
From 100 to 500	4.3
Over 500	11.3
9. What is your educational preparation?	
College or University degree (in Education)	25.4
College or University degree (in other than College of Education)	14.2
Teacher Training Institute (2 years after Secondary School)	14.2
Teacher Training Institute (1 year after Secondary school)	5.2
Teacher Training Institute (5 years after Preparatory school)	6.7
Teacher Training Institute (3 years after Preparatory School	9.7
Secondary School	18.7
Preparatory School	6.0

Item IA	Percent Response
10. What was the length of In-Service training you received in administrative prepartion?	
None	19.0
Less than one month	22.2
One to three months	12.7
Four to twelve months	19.0
One to two years	27.0
11. Where did you receive this In-Service training?	
In Oman	47.7
Outside Oman	52.3
12. How many workshops have you attended concerning the implementation of the Omani curriculum?	
None	58.5
One workshop	18.6
Two Workshops	8.5
Three Workshops	4.2
Four or more Workshops	10.2

Part I Section B
Teacher Opinion Survey

Item IB1: The curriculum should consist of subject matter to be learned and skills to be acquired.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	76.9	20.1	1.2	1.1	0.7	4.71 (0.61)
Islamic Studies Grades 1-6	75.2	21.2	0.3	1.3	2.0	4.66 (0.74)
Arabic Studies Grades 4-6	68.2	27.4	1.7	1.7	1.1	4.60 (0.72)
Mathematics Grades 4-6	55.4	24.4	11.4	4.7	4.1	4.22 (1.09)
Science Grades 4-6	77.9	19.0	2.6	0.0	0.4	4.74 (0.55)
Social Studies Grades 4-6	52.3	31.6	11.4	3.6	1.0	4.31 (0.89)
English Studies Grades 4-6	54.3	39.8	4.8	1.1	0.0	4.47 (0.64)
Total:	69.2	23.9	4.1	1.6	1.2	4.58 (0.75)

Item IB2: The learning of proper attitudes is often more important than the learning of subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	28.6	35.0	11.8	22.4	2.3	3.65 (1.18)
Islamic Studies Grades 1-6	26.7	33.0	10.5	23.9	6.0	3.51 (1.27)
Arabic Studies Grades 4-6	28.2	33.9	10.7	21.5	5.6	3.58 (1.26)
Mathematics Grades 4-6	24.7	33.7	12.1	23.2	6.3	3.47 (1.26)
Science Grades 4-6	33.9	37.9	8.8	18.1	1.3	3.85 (1.12)
Social Studies Grades 4-6	21.1	39.5	20.5	18.8	2.1	3.61 (1.06)
English Studies Grades 4-6	28.5	39.4	16.6	15.0	0.5	3.80 (1.03)
Total:	28.0	35.2	13.1	20.4	3.3	3.64 (1.18)

Item IB3: It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	56.4	25.7	5.3	10.8	1.8	4.24 (1.08)
Islamic Studies Grades 1-6	49.8	23.4	6.2	15.5	5.2	3.97 (1.28)
Arabic Studies Grades 4-6	53.4	26.1	5.7	11.4	3.4	4.15 (1.16)
Mathematics Grades 4-6	50.8	32.5	8.4	5.8	2.6	4.23 (1.01)
Science Grades 4-6	63.5	26.1	3.5	6.1	0.9	4.45 (0.89)
Social Studies Grades 4-6	44.6	32.3	11.3	11.2	1.6	4.08 (1.06)
English Studies Grades 4-6	42.1	32.8	13.8	10.3	1.0	4.05 (1.03)
Total:	52.6	27.5	7.4	10.1	2.4	4.18 (1.09)

Item IB4: The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	71.8	23.0	2.2	2.3	0.8	4.63 (0.71)
Islamic Studies Grades 1-6	66.4	26.0	3.0	3.9	0.7	4.54 (0.79)
Arabic Studies Grades 4-6	65.2	24.9	5.0	4.4	0.6	4.50 (0.83)
Mathematics Grades 4-6	65.7	27.0	3.9	2.2	1.1	4.54 (0.78)
Science Grades 4-6	62.6	29.6	3.0	4.3	0.4	4.50 (0.79)
Social Studies Grades 4-6	51.6	33.7	9.5	4.2	1.1	4.31 (0.89)
English Studies Grades 4-6	49.5	30.3	6.6	13.1	0.5	4.15 (1.06)
Total:	64.2	26.8	4.1	4.1	0.7	4.50 (0.82)

Item IB5: Teachers should keep in mind that students have to be made to work.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	87.9	10.5	1.0	0.3	0.3	4.85 (0.45)
Islamic Studies Grades 1-6	88.0	11.3	0.3	0.0	0.3	4.87 (0.40)
Arabic Studies Grades 4-6	82.3	13.8	3.3	0.6	0.0	4.78 (0.52)
Mathematics Grades 4-6	71.0	23.9	3.4	1.7	0.0	4.64 (0.63)
Science Grades 4-6	81.9	15.9	2.2	0.0	0.0	4.80 (0.45)
Social Studies Grades 4-6	67.0	25.7	4.7	2.1	0.5	4.57 (0.73)
English Studies Grades 4-6	59.6	32.8	2.5	4.5	0.5	4.47 (0.80)
Total:	80.2	15.9	2.4	1.1	0.4	4.75 (0.59)

Item IB6: Standards of achievement should not be the same for all students; they should vary with the student.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	72.6	23.9	1.3	1.1	1.1	4.66 (0.67)
Islamic Studies Grades 1-6	70.3	23.8	2.3	3.0	0.7	4.60 (0.74)
Arabic Studies Grades 4-6	70.2	19.9	5.0	4.4	0.6	4.55 (0.83)
Mathematics Grades 4-6	61.5	26.4	8.0	4.0	0.0	4.45 (0.81)
Science Grades 4-6	61.7	32.2	3.5	2.6	0.0	4.53 (0.69)
Social Studies Grades 4-6	72.6	23.1	1.7	2.6	0.0	4.66 (0.65)
English Studies Grades 4-6	51.3	39.5	5.6	2.6	1.0	4.37 (0.79)
Total:	67.8	26.3	3.0	2.3	0.7	4.58 (0.72)

Item IB7: The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	81.0	16.3	1.6	0.7	0.4	4.77 (0.55)
Islamic Studies Grades 1-6	76.7	20.7	1.7	1.0	0.0	4.73 (0.54)
Arabic Studies Grades 4-6	68.3	25.6	3.3	1.7	1.1	4.58 (0.74)
Mathematics Grades 4-6	66.5	27.3	4.0	2.3	0.0	4.58 (0.68)
Science Grades 4-6	75.5	19.7	3.5	1.3	0.0	4.69 (0.60)
Social Studies Grades 4-6	80.2	13.8	2.6	3.4	0.0	4.71 (0.69)
English Studies Grades 4-6	60.7	32.8	3.5	2.0	1.0	4.50 (0.75)
Total:	75.3	20.8	2.3	1.2	0.4	4.69 (0.62)

Item IB8: Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	53.8	27.7	3.9	11.9	2.8	4.18 (1.13)
Islamic Studies Grades 1-6	45.8	22.9	9.6	16.9	4.7	3.88 (1.28)
Arabic Studies Grades 4-6	50.3	25.7	8.4	11.2	4.5	4.06 (1.20)
Mathematics Grades 4-6	37.9	25.4	12.4	16.4	7.1	3.69 (1.34)
Science Grades 4-6	33.5	33.5	9.7	19.8	3.5	3.74 (1.22)
Social Studies Grades 4-6	40.2	28.2	9.4	19.7	2.6	3.84 (1.22)
English Studies Grades 4-6	34.5	33.5	5.1	21.3	5.6	3.70 (1.29)
Total:	46.1	27.7	6.8	15.5	3.9	3.96 (1.23)

Item IB9: Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	78.3	18.4	1.0	1.6	0.8	4.72 (0.64)
Islamic Studies Grades 1-6	80.1	15.6	2.0	2.0	0.3	4.73 (0.63)
Arabic Studies Grades 4-6	75.7	19.8	2.3	1.1	1.1	4.68 (0.69)
Mathematics Grades 4-6	50.9	28.6	8.0	7.4	5.1	4.13 (1.16)
Science Grades 4-6	70.9	21.7	2.6	3.9	0.9	4.58 (0.80)
Social Studies Grades 4-6	68.6	23.7	3.4	2.5	1.7	4.55 (0.82)
English Studies Grades 4-6	39.0	47.7	8.7	3.6	1.0	4.20 (0.82)
Total:	71.1	22.4	2.7	2.6	1.2	4.59 (0.78)

Item IB10: Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	32.4	31.2	9.6	18.4	8.4	3.61 (1.33)
Islamic Studies Grades 1-6	42.5	30.6	6.5	13.6	6.8	3.88 (1.28)
Arabic Studies Grades 4-6	33.7	33.1	7.3	18.0	7.9	3.67 (1.32)
Mathematics Grades 4-6	30.4	33.9	10.7	16.1	8.9	3.61 (1.31)
Science Grades 4-6	32.7	32.7	10.2	20.4	4.0	3.70 (1.23)
Social Studies Grades 4-6	35.0	32.5	5.1	19.7	7.7	3.78 (1.34)
English Studies Grades 4-6	38.3	34.7	6.6	17.3	3.1	3.88 (1.19)
Total:	34.5	32.0	8.8	17.7	7.0	3.69 (1.30)

Item IB11: In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	36.1	35.3	15.4	11.1	2.2	3.92 (1.07)
Islamic Studies Grades 1-6	37.2	33.6	15.1	12.1	2.0	3.92 (1.09)
Arabic Studies Grades 4-6	34.5	39.5	12.4	11.3	2.3	3.93 (1.06)
Mathematics Grades 4-6	34.5	30.5	20.7	12.1	2.3	3.83 (1.10)
Science Grades 4-6	27.8	42.3	17.2	11.9	0.9	3.84 (0.99)
Social Studies Grades 4-6	31.6	41.9	12.8	11.1	2.6	3.89 (1.06)
English Studies Grades 4-6	32.5	43.3	14.9	7.2	2.1	3.97 (0.98)
Total:	34.4	36.7	15.8	11.2	1.9	3.90 (1.06)

Item IB12: We should fit the curriculum to the student and not the student to the curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	82.4	15.0	1.2	0.9	0.5	4.78 (0.56)
Islamic Studies Grades 1-6	82.8	15.5	1.0	0.3	0.3	4.80 (0.49)
Arabic Studies Grades 4-6	74.9	18.4	2.2	2.2	2.2	4.62 (0.83)
Mathematics Grades 4-6	56.4	26.2	7.6	5.2	4.7	4.24 (1.10)
Science Grades 4-6	75.8	16.9	3.9	3.0	0.4	4.65 (0.74)
Social Studies Grades 4-6	79.1	15.7	2.6	2.6	0.0	4.71 (0.65)
English Studies Grades 4-6	50.8	36.9	4.1	7.2	1.0	4.29 (0.92)
Total:	75.9	18.6	2.4	2.1	1.1	4.66 (0.72)

Item IB13: Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	63.3	28.5	3.5	4.4	0.3	4.50 (0.79)
Islamic Studies Grades 1-6	55.1	33.3	4.0	5.0	2.6	4.33 (0.96)
Arabic Studies Grades 4-6	59.1	30.1	4.0	6.3	0.6	4.41 (0.88)
Mathematics Grades 4-6	57.9	25.1	9.9	4.1	2.9	4.31 (1.01)
Science Grades 4-6	71.3	22.6	3.5	2.6	0.0	4.63 (0.68)
Social Studies Grades 4-6	42.6	35.7	4.3	13.9	3.5	4.00 (1.16)
English Studies Grades 4-6	39.3	41.8	13.3	5.6	0.0	4.15 (0.86)
Total:	59.2	30.0	5.2	4.7	0.9	4.42 (0.86)

Item IB14: The healthy interaction among students is just as important in school as the learning of subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	46.2	38.9	7.9	5.9	1.0	4.23 (0.90)
Islamic Studies Grades 1-6	46.2	37.6	8.9	6.9	0.3	4.22 (0.90)
Arabic Studies Grades 4-6	44.6	40.7	5.1	6.8	2.8	4.18 (1.00)
Mathematics Grades 4-6	43.7	39.7	9.8	5.7	1.1	4.19 (0.92)
Science Grades 4-6	40.2	46.3	7.9	5.2	0.4	4.21 (0.83)
Social Studies Grades 4-6	36.2	46.6	9.5	6.0	1.7	4.10 (0.92)
English Studies Grades 4-6	40.0	48.7	7.7	2.6	1.0	4.24 (0.79)
Total:	44.6	40.9	7.9	5.7	1.0	4.22 (0.89)

Item IB15: The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	59.8	34.4	3.4	2.2	0.2	4.51 (0.69)
Islamic Studies Grades 1-6	63.3	30.0	4.3	2.0	0.3	4.54 (0.71)
Arabic Studies Grades 4-6	64.4	28.8	4.0	2.3	0.6	4.54 (0.73)
Mathematics Grades 4-6	40.8	40.2	7.5	7.5	4.0	4.06 (1.07)
Science Grades 4-6	50.2	41.4	4.4	3.5	0.4	4.37 (0.77)
Social Studies Grades 4-6	64.7	29.3	2.6	3.4	0.0	4.55 (0.71)
English Studies Grades 4-6	33.9	47.6	13.2	4.8	0.5	4.10 (0.84)
Total:	55.7	35.8	4.9	3.0	0.6	4.43 (0.77)

Item IB16: True discipline springs from interests, motivation, and involvement in problems relevant to the student.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	59.6	28.1	5.6	5.0	1.7	4.39 (0.92)
Islamic Studies Grades 1-6	55.3	27.7	6.0	8.0	3.0	4.24 (1.07)
Arabic Studies Grades 4-6	60.3	28.5	4.5	5.0	1.7	4.41 (0.92)
Mathematics Grades 4-6	42.8	28.3	13.3	6.9	8.7	3.90 (1.27)
Science Grades 4-6	50.7	33.8	8.0	5.8	1.8	4.26 (0.96)
Social Studies Grades 4-6	51.8	30.7	7.9	7.9	1.8	4.23 (1.01)
English Studies Grades 4-6	30.2	39.2	21.2	9.0	0.5	3.89 (0.96)
Total:	53.7	30.0	7.9	6.1	2.3	4.27 (1.00)

Item IB17: Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	55.6	34.8	5.1	4.1	0.4	4.41 (0.80)
Islamic Studies Grades 1-6	58.6	34.0	4.7	2.0	0.7	4.48 (0.74)
Arabic Studies Grades 4-6	52.5	36.9	6.7	3.4	0.6	4.27 (0.80)
Mathematics Grades 4-6	53.3	32.3	10.8	2.4	1.2	4.34 (0.86)
Science Grades 4-6	61.1	28.3	7.1	3.5	0.0	4.47 (0.78)
Social Studies Grades 4-6	43.9	45.6	6.1	4.4	0.0	4.29 (0.77)
English Studies Grades 4-6	30.9	55.5	9.9	3.7	0.0	4.14 (0.73)
Total:	53.9	35.9	6.3	3.4	0.5	4.39 (0.79)

Item IB18: Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	51.0	33.3	7.1	7.3	1.2	4.26 (0.96)
Islamic Studies Grades 1-6	55.7	32.0	5.3	6.3	0.7	4.36 (0.89)
Arabic Studies Grades 4-6	46.9	32.8	8.5	10.2	1.7	4.13 (1.05)
Mathematics Grades 4-6	53.6	35.7	4.8	4.8	1.2	4.36 (0.87)
Science Grades 4-6	54.2	33.3	7.6	4.0	0.9	4.36 (0.86)
Social Studies Grades 4-6	52.6	31.6	4.4	11.4	0.0	4.25 (0.99)
English Studies Grades 4-6	23.2	44.7	12.6	13.7	5.8	3.66 (1.15)
Total:	49.2	34.6	7.4	7.3	1.6	4.23 (0.97)

Item IB19: Learning is experimental; the student should be taught to test alternatives before accepting any of them.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	43.8	35.4	9.3	5.5	1.1	4.25 (0.92)
Islamic Studies Grades 1-6	44.2	35.5	12.3	6.0	2.0	4.14 (0.98)
Arabic Studies Grades 4-6	44.6	36.7	8.5	8.5	1.7	4.14 (1.00)
Mathematics Grades 4-6	53.0	31.0	11.3	3.6	1.2	4.31 (0.90)
Science Grades 4-6	56.8	33.5	7.5	2.2	0.0	4.45 (0.73)
Social Studies Grades 4-6	40.0	40.9	7.8	10.4	0.9	4.09 (0.99)
English Studies Grades 4-6	26.6	35.3	18.5	17.4	2.2	3.67 (1.11)
Total:	46.8	34.8	10.7	6.5	1.2	4.20 (0.95)

Part I Section B
Teacher Opinion Survey
(Supervisor)

Item IB1: The curriculum should consist of subject matter to be learned and skills to be acquired.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	83.7	16.3	0.0	0.0	0.0	4.84 (0.37)
Islamic Studies Grades 1-6	61.9	33.3	0.0	4.8	0.0	4.52 (0.75)
Arabic Studies Grades 4-6	83.3	16.7	0.0	0.0	0.0	4.83 (0.38)
Mathematics Grades 4-6	88.9	11.1	0.0	0.0	0.0	4.89 (0.32)
Science Grades 4-6	88.5	11.5	0.0	0.0	0.0	4.89 (0.33)
Social Studies Grades 4-6	65.2	30.4	0.0	4.3	0.0	4.57 (0.73)
English Studies Grades 4-6	58.8	41.2	0.0	0.0	0.0	4.59 (0.51)
Total:	77.9	21.0	0.0	1.1	0.0	4.76 (0.50)

Item IB2: The learning of proper attitudes is often more important than the learning of subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	25.6	37.2	16.3	20.9	0.0	3.67 (1.09)
Islamic Studies Grades 1-6	23.8	23.8	0.0	52.4	0.0	3.19 (1.33)
Arabic Studies Grades 4-6	8.3	66.7	0.0	25.0	0.0	3.58 (0.97)
Mathematics Grades 4-6	33.3	40.7	11.1	14.8	0.0	3.93 (1.04)
Science Grades 4-6	34.6	46.2	7.7	11.5	0.0	4.04 (0.96)
Social Studies Grades 4-6	26.1	47.8	17.4	8.7	0.0	3.91 (0.90)
English Studies Grades 4-6	36.4	59.1	4.5	0.0	0.0	4.32 (0.57)
Total:	26.9	45.2	9.1	18.8	0.0	3.80 (1.04)

Item IB3: It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	56.8	25.0	4.5	13.6	0.0	4.25 (1.06)
Islamic Studies Grades 1-6	33.3	38.1	9.5	19.0	0.0	3.86 (1.11)
Arabic Studies Grades 4-6	43.5	39.1	4.3	13.0	0.0	4.13 (1.01)
Mathematics Grades 4-6	44.4	51.9	3.7	0.0	0.0	4.41 (0.57)
Science Grades 4-6	65.4	30.8	3.8	0.0	0.0	4.62 (0.57)
Social Studies Grades 4-6	60.9	21.7	4.3	13.0	0.0	4.30 (1.06)
English Studies Grades 4-6	57.1	38.1	0.0	0.0	4.8	4.43 (0.93)
Total:	52.4	34.1	4.3	8.6	0.5	4.29 (0.94)

Item IB4: The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	83.3	14.3	2.4	0.0	0.0	4.81 (0.46)
Islamic Studies Grades 1-6	72.7	27.3	0.0	0.0	0.0	4.73 (0.46)
Arabic Studies Grades 4-6	60.0	40.0	0.0	0.0	0.0	4.60 (0.50)
Mathematics Grades 4-6	77.8	18.5	0.0	3.7	0.0	4.70 (0.67)
Science Grades 4-6	80.8	15.4	0.0	3.8	0.0	4.73 (0.67)
Social Studies Grades 4-6	78.3	17.4	0.0	4.3	0.0	4.70 (0.70)
English Studies Grades 4-6	31.6	42.1	10.5	10.5	5.3	3.84 (1.17)
Total:	71.7	23.4	1.6	2.7	0.5	4.63 (0.71)

Item IB5: Teachers should keep in mind that students have to be made to work.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	90.7	9.3	0.0	0.0	0.0	4.91 (0.29)
Islamic Studies Grades 1-6	68.2	31.8	0.0	0.0	0.0	4.68 (0.48)
Arabic Studies Grades 4-6	68.0	32.0	0.0	0.0	0.0	4.68 (0.48)
Mathematics Grades 4-6	81.5	18.5	0.0	0.0	0.0	4.82 (0.40)
Science Grades 4-6	84.6	11.5	0.0	3.8	0.0	4.77 (0.65)
Social Studies Grades 4-6	86.4	13.6	0.0	0.0	0.0	4.86 (0.35)
English Studies Grades 4-6	44.4	27.8	11.1	5.6	11.1	3.89 (1.37)
Total:	77.6	19.1	1.1	1.1	1.1	4.71 (0.65)

Item IB6: Standards of achievement should not be the same for all students; they should vary with the student.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	73.8	26.2	0.0	0.0	0.0	4.74 (0.45)
Islamic Studies Grades 1-6	86.4	13.6	0.0	0.0	0.0	4.86 (0.35)
Arabic Studies Grades 4-6	60.0	40.0	0.0	0.0	0.0	4.60 (0.50)
Mathematics Grades 4-6	77.8	22.2	0.0	0.0	0.0	4.78 (0.42)
Science Grades 4-6	53.8	46.2	0.0	0.0	0.0	4.54 (0.51)
Social Studies Grades 4-6	68.2	31.8	0.0	0.0	0.0	4.68 (0.48)
English Studies Grades 4-6	55.0	40.0	0.0	0.0	5.0	4.40 (0.94)
Total:	68.5	31.0	0.0	0.0	0.5	4.67 (0.54)

Item IB7: The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	86.0	14.0	0.0	0.0	0.0	4.86 (0.35)
Islamic Studies Grades 1-6	81.8	13.6	0.0	4.5	0.0	4.73 (0.70)
Arabic Studies Grades 4-6	88.0	8.0	0.0	4.0	0.0	4.80 (0.65)
Mathematics Grades 4-6	85.2	14.8	0.0	0.0	0.0	4.85 (0.36)
Science Grades 4-6	76.9	19.2	3.8	0.0	0.0	4.73 (0.53)
Social Studies Grades 4-6	90.5	9.5	0.0	0.0	0.0	4.91 (0.30)
English Studies Grades 4-6	57.9	31.6	5.3	0.0	5.3	4.37 (1.01)
Total:	82.0	15.3	1.1	1.1	0.5	4.77 (0.58)

Item IB8: Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	47.6	28.6	2.4	21.4	0.0	4.02 (1.18)
Islamic Studies Grades 1-6	38.1	47.6	0.0	9.5	4.8	4.05 (1.12)
Arabic Studies Grades 4-6	52.0	36.0	0.0	12.0	0.0	4.28 (0.98)
Mathematics Grades 4-6	50.0	26.9	3.8	19.2	0.0	4.08 (1.16)
Science Grades 4-6	42.3	34.6	3.8	19.2	0.0	4.00 (1.13)
Social Studies Grades 4-6	50.0	31.8	4.5	4.5	9.1	4.09 (1.27)
English Studies Grades 4-6	36.8	42.1	10.5	10.5	0.0	4.05 (0.97)
Total:	45.9	34.3	3.3	14.9	1.7	4.08 (1.11)

Item IB9: Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	76.7	16.3	2.3	4.7	0.0	4.65 (0.75)
Islamic Studies Grades 1-6	81.0	19.0	0.0	0.0	0.0	4.81 (0.40)
Arabic Studies Grades 4-6	54.2	37.5	0.0	8.3	0.0	4.38 (0.88)
Mathematics Grades 4-6	70.4	29.6	0.0	0.0	0.0	4.70 (0.47)
Science Grades 4-6	84.6	15.4	0.0	0.0	0.0	4.85 (0.37)
Social Studies Grades 4-6	56.5	30.4	0.0	8.7	4.3	4.26 (1.14)
English Studies Grades 4-6	44.0	33.3	0.0	22.0	0.0	4.00 (1.19)
Total:	68.7	24.7	0.5	5.5	0.5	4.56 (0.81)

Item IB10: Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	42.9	40.5	0.0	16.7	0.0	4.10 (1.06)
Islamic Studies Grades 1-6	61.9	23.8	0.0	14.3	0.0	4.33 (1.07)
Arabic Studies Grades 4-6	64.0	24.0	8.0	4.0	0.0	4.48 (0.82)
Mathematics Grades 4-6	37.0	40.7	11.1	7.4	3.7	4.00 (1.07)
Science Grades 4-6	38.5	38.5	7.7	15.4	0.0	4.00 (1.06)
Social Studies Grades 4-6	43.5	43.5	0.0	13.0	0.0	4.17 (0.98)
English Studies Grades 4-6	25.0	56.3	12.5	6.3	0.0	4.00 (0.82)
Total:	45.0	37.8	5.0	11.7	0.6	4.15 (1.00)

Item IB11: In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	38.1	42.9	7.1	11.9	0.0	4.07 (0.97)
Islamic Studies Grades 1-6	31.6	63.2	5.3	0.0	0.0	4.26 (0.56)
Arabic Studies Grades 4-6	26.1	52.2	13.0	4.3	4.3	3.91 (1.00)
Mathematics Grades 4-6	37.0	51.9	3.7	7.4	0.0	4.19 (0.83)
Science Grades 4-6	30.8	53.8	7.7	7.7	0.0	4.08 (0.85)
Social Studies Grades 4-6	34.8	52.2	8.7	4.3	0.0	4.17 (0.78)
English Studies Grades 4-6	36.8	42.1	10.5	10.5	0.0	4.05 (0.97)
Total:	34.1	50.3	7.8	7.3	0.6	4.10 (0.87)

Item IB12: We should fit the curriculum to the student and not the student to the curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	81.0	14.3	2.4	2.4	0.0	4.74 (0.63)
Islamic Studies Grades 1-6	85.7	14.3	0.0	0.0	0.0	4.86 (0.36)
Arabic Studies Grades 4-6	68.0	20.0	4.0	8.0	0.0	4.48 (0.92)
Mathematics Grades 4-6	74.1	22.2	0.0	3.7	0.0	4.67 (0.68)
Science Grades 4-6	73.1	19.2	3.8	3.8	0.0	4.62 (0.75)
Social Studies Grades 4-6	57.1	33.3	0.0	9.5	0.0	4.38 (0.92)
English Studies Grades 4-6	33.3	38.9	11.1	11.1	5.6	3.83 (1.20)
Total:	70.0	21.7	2.8	5.0	0.6	4.56 (0.82)

Item IB13: Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	71.4	23.8	0.0	2.4	2.4	4.60 (0.83)
Islamic Studies Grades 1-6	42.9	42.9	9.5	4.8	0.0	4.24 (0.83)
Arabic Studies Grades 4-6	41.7	54.2	4.2	0.0	0.0	4.38 (0.58)
Mathematics Grades 4-6	73.1	23.1	0.0	3.8	0.0	4.65 (0.69)
Science Grades 4-6	69.2	23.1	3.8	3.8	0.0	4.58 (0.76)
Social Studies Grades 4-6	47.6	33.3	0.0	14.3	4.8	4.05 (1.24)
English Studies Grades 4-6	35.0	40.0	5.0	10.0	10.0	3.80 (1.33)
Total:	57.2	32.8	2.8	5.0	2.2	4.38 (0.93)

Item IB14: The healthy interaction among students is just as important in school as the learning of subject matter.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	57.1	35.7	2.4	4.8	0.0	4.45 (0.77)
Islamic Studies Grades 1-6	57.1	33.3	0.0	9.5	0.0	4.38 (0.92)
Arabic Studies Grades 4-6	44.0	48.0	8.0	0.0	0.0	4.36 (0.64)
Mathematics Grades 4-6	44.4	40.7	7.4	7.4	0.0	4.22 (0.89)
Science Grades 4-6	53.8	46.2	0.0	0.0	0.0	4.54 (0.51)
Social Studies Grades 4-6	26.1	47.8	13.0	13.0	0.0	3.87 (0.97)
English Studies Grades 4-6	50.0	40.9	4.5	0.0	4.5	4.32 (0.95)
Total:	48.4	41.4	4.8	4.8	0.5	4.32 (0.82)

Item IB15: The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	76.7	20.9	2.3	0.0	0.0	4.74 (0.49)
Islamic Studies Grades 1-6	63.6	31.8	0.0	4.5	0.0	4.55 (0.74)
Arabic Studies Grades 4-6	50.0	45.8	0.0	4.2	0.0	4.42 (0.72)
Mathematics Grades 4-6	63.0	37.0	0.0	0.0	0.0	4.63 (0.49)
Science Grades 4-6	61.5	38.5	0.0	0.0	0.0	4.62 (0.50)
Social Studies Grades 4-6	61.9	33.3	4.8	0.0	0.0	4.57 (0.60)
English Studies Grades 4-6	68.4	26.3	5.3	0.0	0.0	4.63 (0.60)
Total:	64.8	32.4	1.6	1.1	0.0	4.61 (0.58)

Item IB16: True discipline springs from interests, motivation, and involvement in problems relevant to the student.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	72.1	23.3	4.7	0.0	0.0	4.67 (0.57)
Islamic Studies Grades 1-6	66.7	19.0	4.8	9.5	0.0	4.43 (0.98)
Arabic Studies Grades 4-6	64.0	32.0	0.0	4.0	0.0	4.56 (0.71)
Mathematics Grades 4-6	73.1	26.9	0.0	0.0	0.0	4.73 (0.45)
Science Grades 4-6	73.1	23.1	0.0	3.8	0.0	4.65 (0.69)
Social Studies Grades 4-6	78.3	17.4	0.0	4.3	0.0	4.70 (0.70)
English Studies Grades 4-6	65.0	35.0	0.0	0.0	0.0	4.65 (0.49)
Total:	70.7	25.0	1.6	2.7	0.0	4.64 (0.66)

Item IB17: Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	78.6	16.7	2.4	2.4	0.0	4.71 (0.64)
Islamic Studies Grades 1-6	50.0	27.3	0.0	18.2	4.5	4.00 (1.31)
Arabic Studies Grades 4-6	41.7	54.2	4.2	0.0	0.0	4.38 (0.58)
Mathematics Grades 4-6	66.7	33.3	0.0	0.0	0.0	4.67 (0.48)
Science Grades 4-6	69.2	23.1	0.0	3.8	3.8	4.50 (0.99)
Social Studies Grades 4-6	54.5	36.4	0.0	9.1	0.0	4.36 (0.90)
English Studies Grades 4-6	38.1	57.1	0.0	4.8	0.0	4.29 (0.72)
Total:	59.8	33.2	1.1	4.9	1.1	4.31 (0.84)

Item IB18: Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	65.1	25.6	2.3	4.7	2.3	4.47 (0.94)
Islamic Studies Grades 1-6	40.9	27.3	4.5	22.7	4.5	3.77 (1.34)
Arabic Studies Grades 4-6	41.7	50.0	4.2	0.0	4.2	4.25 (0.90)
Mathematics Grades 4-6	44.4	55.6	0.0	0.0	0.0	4.44 (0.51)
Science Grades 4-6	42.3	42.3	3.8	7.7	3.8	4.12 (1.07)
Social Studies Grades 4-6	65.2	30.6	0.0	0.0	4.3	4.52 (0.90)
English Studies Grades 4-6	57.1	9.5	28.6	4.8	0.0	4.19 (1.03)
Total:	52.2	34.4	5.4	5.4	2.7	4.28 (0.98)

Item IB19: Learning is experimental; the student should be taught to test alternatives before accepting any of them.

	Strongly Agree 5 %	Agree 4 %	Not Sure 3 %	Disagree 2 %	Strongly Disagree 1 %	Mean (sd)
All Subjects Grades 1-3	65.1	30.2	2.3	0.0	2.3	4.56 (0.77)
Islamic Studies Grades 1-6	54.5	27.3	4.5	9.1	4.5	4.18 (1.18)
Arabic Studies Grades 4-6	45.8	37.5	8.3	4.2	4.2	4.17 (1.05)
Mathematics Grades 4-6	44.0	52.0	4.0	0.0	0.0	4.40 (0.58)
Science Grades 4-6	56.0	32.0	4.0	8.0	0.0	4.36 (0.91)
Social Studies Grades 4-6	59.1	22.7	4.5	9.1	4.5	4.23 (1.19)
English Studies Grades 4-6	50.0	33.3	11.1	0.0	5.6	4.22 (1.06)
Total:	54.7	33.5	5.0	3.9	2.8	4.34 (0.95)

Part I Section B
Administrator Opinion Survey

Item IB	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. The curriculum should consist of subject matter to be learned and skills to be acquired .	81.1	15.5	0.0	0.7	2.7	4.72 (0.76)
2. The learning of proper attitudes is often more important than the learning of subject matter.	24.0	45.9	4.8	24.7	0.7	3.68 (1.11)
3. It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum.	53.7	29.9	2.7	8.8	4.8	4.19 (1.15)
4. The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.	56.1	35.1	1.4	7.4	0.0	4.40 (0.85)
5. Teachers should keep in mind that students have to be made to work.	83.9	15.4	0.7	0.0	0.0	4.83 (0.39)
6. Standards of achievement should not be the same for all students; they should vary with the student.	71.3	24.5	0.7	3.5	0.0	4.64 (0.68)
7. The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.	82.6	16.1	0.0	0.7	0.7	4.79 (0.54)
8. Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.	41.5	29.3	5.4	20.4	3.4	3.85 (1.26)
9. Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.	75.2	19.5	0.0	5.4	0.0	4.64 (0.75)
10. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.	54.7	25.7	4.7	10.1	4.7	4.16 (1.19)

* Response Key: 5 = Strongly agree; 4 = agree; 3 = not sure; 2 = disagree; and 1 = strongly disagree

Item IB	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.	28.2	50.3	12.1	8.1	1.3	3.96 (0.92)
12. We should fit the curriculum to the student and not the student to the curriculum.	72.5	20.8	0.7	4.7	1.3	4.58 (0.84)
13. Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.	53.7	39.6	2.0	4.0	0.7	4.42 (0.78)
14. The healthy interaction among students is just as important in school as the learning of subject matter.	45.5	46.9	3.4	4.1	0.0	4.34 (0.74)
15. The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.	64.6	32.7	2.7	0.0	0.0	4.62 (0.54)
16. True discipline springs from interest, motivation, and involvement in problems relevant to the student.	56.2	31.5	8.2	2.7	1.4	4.38 (0.86)
17. Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.	56.6	36.6	5.5	1.4	0.0	4.48 (0.67)
18. Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.	46.6	40.5	4.1	8.1	0.7	4.24 (0.92)
19. Learning is experimental; the student should be taught to test alternatives before accepting any of them.	47.6	35.4	8.8	6.8	1.4	4.21 (0.96)

* Response Key: 5 = Strongly agree; 4 = agree; 3 = not sure; 2 = disagree; and 1 = strongly disagree

Part I Section C
Educational Philosophy and Learning Objectives
(Teacher)

Item IC1: To what extent do the general objectives of the Omani Educational Curriculum develop a loyalty to the Omani society?

	Mostly 5 %	Frequently 4 %	Occasionaly 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	57.3	24.2	16.0	2.3	0.3	4.36 (0.85)
Islamic Studies Grades 1-6	63.7	21.9	11.6	1.7	1.0	4.46 (0.84)
Arabic Studies Grades 4-6	51.7	29.8	13.5	2.8	2.2	4.26 (0.95)
Mathematics Grades 4-6	44.6	32.7	19.0	3.0	0.6	4.18 (0.88)
Science Grades 4-6	44.5	26.9	23.3	3.5	1.8	4.09 (0.99)
Social Studies Grades 4-6	57.3	35.9	5.1	1.7	0.0	4.49 (0.68)
English Studies Grades 4-6	48.7	31.6	18.1	1.6	0.0	4.28 (0.81)
Total:	54.8	26.0	16.1	2.4	0.7	4.32 (0.88)

Item IC2: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable societal behavior?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.2	39.7	18.1	5.1	0.9	4.05 (0.91)
Islamic Studies Grades 1-6	44.2	35.6	17.5	2.1	0.7	4.21 (0.85)
Arabic Studies Grades 4-6	29.1	42.9	21.7	4.0	2.3	3.93 (0.94)
Mathematics Grades 4-6	30.4	45.2	17.9	4.8	1.8	3.98 (0.92)
Science Grades 4-6	29.6	38.7	21.3	9.1	1.3	3.86 (0.99)
Social Studies Grades 4-6	23.5	47.8	20.9	6.1	1.7	3.85 (0.91)
English Studies Grades 4-6	34.9	41.3	16.9	5.3	1.6	4.03 (0.94)
Total:	35.3	40.2	18.5	4.9	1.1	4.04 (0.91)

Item IC3: To what extent do the general objectives of the Omani Educational Curriculum promote awareness and encourage fulfillment of civic responsibilities?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.2	30.5	29.0	8.3	4.0	3.71 (1.09)
Islamic Studies Grades 1-6	33.0	31.3	27.1	7.3	1.4	3.87 (1.00)
Arabic Studies Grades 4-6	23.9	29.5	33.5	8.0	5.1	3.59 (1.09)
Mathematics Grades 4-6	20.4	32.9	32.9	12.0	1.8	3.58 (1.00)
Science Grades 4-6	26.9	32.6	25.6	10.6	4.4	3.67 (1.11)
Social Studies Grades 4-6	22.2	35.0	29.9	9.4	3.4	3.63 (1.04)
English Studies Grades 4-6	21.4	36.9	31.0	8.3	2.4	3.67 (0.98)
Total:	27.2	31.5	29.2	8.6	3.4	3.71 (1.06)

Item IC4: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable scientific and social views?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.2	29.7	33.6	9.4	3.1	3.63 (1.05)
Islamic Studies Grades 1-6	29.7	33.9	29.4	4.9	2.1	3.84 (0.98)
Arabic Studies Grades 4-6	16.7	32.2	32.8	14.4	4.0	3.43 (1.06)
Mathematics Grades 4-6	18.0	38.9	29.3	10.8	3.0	3.58 (1.00)
Science Grades 4-6	25.7	32.3	30.1	8.0	4.0	3.68 (1.07)
Social Studies Grades 4-6	20.5	41.9	25.6	11.1	0.9	3.70 (0.95)
English Studies Grades 4-6	30.7	30.7	30.7	7.9	0.0	3.84 (0.95)
Total:	24.7	32.2	31.5	8.9	2.8	3.67 (1.03)

Item IC5: To what extent do the general objectives of the Omani Educational Curriculum promote an awareness that learning is a life-long process and continues throughout an individual's life time?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	54.7	25.9	13.0	4.7	1.7	4.27 (0.97)
Islamic Studies Grades 1-6	53.4	28.3	11.7	4.1	2.4	4.26 (0.98)
Arabic Studies Grades 4-6	45.4	25.3	23.0	4.6	1.7	4.08 (1.01)
Mathematics Grades 4-6	34.7	33.5	20.0	7.6	4.1	3.87 (1.10)
Science Grades 4-6	38.2	32.9	21.8	5.3	1.8	4.00 (0.99)
Social Studies Grades 4-6	39.3	37.6	17.1	4.3	1.7	4.09 (0.94)
English Studies Grades 4-6	37.9	31.1	22.6	6.3	2.1	3.96 (1.03)
Total:	48.5	28.4	16.1	5.0	2.0	4.16 (1.00)

Item IC6: To what extent do the general objectives of the Omani Educational Curriculum facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	63.0	26.6	7.4	2.3	0.7	4.49 (0.78)
Islamic Studies Grades 1-6	64.2	25.6	8.8	1.4	0.0	4.53 (0.72)
Arabic Studies Grades 4-6	49.4	29.5	15.9	2.8	2.3	4.21 (0.97)
Mathematics Grades 4-6	38.9	28.7	21.0	7.2	4.2	3.91 (1.12)
Science Grades 4-6	46.0	29.6	18.6	4.4	1.3	4.15 (0.96)
Social Studies Grades 4-6	62.1	32.8	5.2	0.0	0.0	4.57 (0.59)
English Studies Grades 4-6	40.4	38.9	18.1	1.6	1.0	4.16 (0.85)
Total:	56.3	28.1	11.8	2.7	1.1	4.36 (0.88)

Item IC7: To what extent do the general objectives of the Omani Educational Curriculum promote an appreciation for the diversity in human behavior, beliefs, and customs?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.9	37.1	25.8	7.2	2.0	3.82 (0.99)
Islamic Studies Grades 1-6	36.7	34.2	22.3	5.8	1.1	4.00 (0.96)
Arabic Studies Grades 4-6	26.2	27.9	37.8	5.8	2.3	3.70 (1.00)
Mathematics Grades 4-6	15.1	36.1	32.5	10.2	6.0	3.44 (1.06)
Science Grades 4-6	24.3	39.4	29.2	5.8	1.3	3.80 (0.92)
Social Studies Grades 4-6	27.4	41.0	25.6	2.6	3.4	3.86 (0.96)
English Studies Grades 4-6	31.0	38.5	23.0	4.3	3.2	3.90 (1.00)
Total:	27.5	37.0	26.7	6.6	2.3	3.81 (0.99)

Item IC8: To what extent do the general objectives of the Omani Educational Curriculum develop the capacity for independent study, for continuing learning outside of the classroom?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	28.2	21.4	25.1	16.7	8.5	3.44 (1.29)
Islamic Studies Grades 1-6	34.1	32.1	19.9	10.1	3.8	3.83 (1.12)
Arabic Studies Grades 4-6	25.1	26.3	25.7	13.8	9.0	3.45 (1.26)
Mathematics Grades 4-6	20.4	28.7	29.9	10.2	10.8	3.38 (1.23)
Science Grades 4-6	29.3	29.7	22.5	13.1	5.4	3.64 (1.19)
Social Studies Grades 4-6	29.1	23.9	29.9	8.5	8.5	3.56 (1.23)
English Studies Grades 4-6	31.1	33.2	18.1	12.4	5.2	3.73 (1.18)
Total:	28.6	26.6	23.7	13.9	7.2	3.56 (1.24)

Item IC9: To what extent do the general objectives of the Omani Educational Curriculum promote a positive attitude toward learning and inquiry?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.8	32.0	26.3	11.0	2.9	3.71 (1.08)
Islamic Studies Grades 1-6	28.6	35.1	25.4	9.1	1.8	3.80 (1.01)
Arabic Studies Grades 4-6	23.7	30.2	29.0	14.8	2.4	3.58 (1.08)
Mathematics Grades 4-6	31.8	34.1	23.5	7.1	3.5	3.84 (1.06)
Science Grades 4-6	27.4	32.1	28.4	9.3	2.8	3.72 (1.05)
Social Studies Grades 4-6	28.2	35.0	25.6	6.0	5.1	3.75 (1.09)
English Studies Grades 4-6	28.1	39.5	22.2	8.6	1.6	3.84 (0.99)
Total:	28.1	33.4	26.1	10.0	2.5	3.75 (1.05)

Item 10: To what extent do the general objectives of the Omani Educational Curriculum reflect skills in analyzing issues and problems?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.7	27.3	30.5	10.0	6.5	3.56 (1.16)
Islamic Studies Grades 1-6	27.6	27.3	32.9	9.4	2.8	3.68 (1.06)
Arabic Studies Grades 4-6	19.4	30.3	31.4	9.7	9.1	3.41 (1.18)
Mathematics Grades 4-6	29.0	37.3	21.9	7.7	4.1	3.79 (1.07)
Science Grades 4-6	21.2	30.6	32.0	12.6	3.6	3.53 (1.07)
Social Studies Grades 4-6	12.8	41.0	32.5	9.4	4.3	3.49 (0.98)
English Studies Grades 4-6	18.0	34.5	34.5	10.3	2.6	3.55 (0.99)
Total:	24.4	29.9	30.7	9.9	5.1	3.59 (1.11)

Item IC11: To what extent do the general objectives of the Omani Educational Curriculum facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.6	27.3	22.0	10.7	7.4	3.67 (1.24)
Islamic Studies Grades 1-6	28.6	29.7	28.6	9.7	3.4	3.70 (1.09)
Arabic Studies Grades 4-6	23.6	33.3	24.7	11.5	6.9	3.55 (1.17)
Mathematics Grades 4-6	25.1	37.4	20.5	11.1	5.8	3.65 (1.15)
Science Grades 4-6	26.5	29.1	30.0	7.6	6.7	3.61 (1.15)
Social Studies Grades 4-6	17.9	36.8	32.5	8.5	4.3	3.56 (1.02)
English Studies Grades 4-6	21.6	24.2	40.0	9.5	4.7	3.48 (1.08)
Total:	28.8	29.3	25.8	10.1	6.1	3.65 (1.17)

Item IC12: To what extent do the general objectives of the Omani Educational Curriculum develop the ability to judge the validity of evidence and draw sound conclusions from data?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.3	30.9	27.5	14.4	5.8	3.47 (1.15)
Islamic Studies Grades 1-6	24.7	34.6	25.4	11.2	4.1	3.65 (1.09)
Arabic Studies Grades 4-6	14.7	35.3	31.2	14.1	4.7	3.41 (1.05)
Mathematics Grades 4-6	23.3	39.0	26.7	8.1	2.9	3.72 (1.01)
Science Grades 4-6	19.2	31.3	32.1	13.8	3.6	3.49 (1.06)
Social Studies Grades 4-6	15.7	40.0	31.3	10.4	2.6	3.56 (0.97)
English Studies Grades 4-6	14.5	37.1	31.7	14.5	2.2	3.47 (0.98)
Total:	20.8	33.3	28.4	13.0	4.5	3.53 (1.09)

Item IC13: To what extent do the general objectives of the Omani Educational Curriculum promote a capacity to recognize and tolerate complexity and ambiguity?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	22.3	28.6	28.7	13.6	6.8	3.46 (1.17)
Islamic Studies Grades 1-6	23.2	34.8	29.5	8.9	3.6	3.65 (1.05)
Arabic Studies Grades 4-6	17.8	30.5	31.6	13.8	6.3	3.40 (1.12)
Mathematics Grades 4-6	23.1	37.3	27.8	7.1	4.7	3.67 (1.06)
Science Grades 4-6	15.5	32.0	34.7	13.7	4.1	3.41 (1.04)
Social Studies Grades 4-6	15.4	34.2	32.5	12.8	5.1	3.42 (1.06)
English Studies Grades 4-6	15.4	30.3	30.9	19.1	4.3	3.34 (1.08)
Total:	20.9	31.1	29.8	12.8	5.5	3.49 (1.12)

Item IC14: To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.8	33.8	23.9	8.1	4.3	3.77 (1.10)
Islamic Studies Grades 1-6	25.1	41.9	25.1	3.8	4.1	3.80 (0.99)
Arabic Studies Grades 4-6	21.3	39.7	25.9	6.9	6.3	3.63 (1.09)
Mathematics Grades 4-6	31.5	37.6	20.0	6.1	14.8	3.85 (1.09)
Science Grades 4-6	19.4	37.4	34.2	7.7	1.4	3.66 (0.92)
Social Studies Grades 4-6	18.8	40.2	30.8	7.7	2.6	3.65 (0.96)
English Studies Grades 4-6	35.6	32.4	21.3	6.9	3.7	3.89 (1.08)
Total:	27.6	36.7	24.8	6.9	4.0	3.77 (1.05)

Item IC15: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts and concepts that are basic to understanding of the Omani cultural heritags?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	46.3	34.1	14.2	3.9	1.5	4.20 (0.93)
Islamic Studies Grades 1-6	42.2	35.3	15.2	6.2	1.0	4.11 (0.95)
Arabic Studies Grades 4-6	27.5	40.1	21.6	7.8	3.0	3.81 (1.02)
Mathematics Grades 4-6	30.8	40.8	17.2	7.7	3.6	3.88 (1.05)
Science Grades 4-6	21.4	36.6	30.8	9.4	1.8	3.67 (0.98)
Social Studies Grades 4-6	37.4	40.0	20.0	2.6	0.0	4.12 (0.82)
English Studies Grades 4-6	40.0	35.3	19.5	4.7	0.5	4.10 (0.91)
Total:	39.3	35.9	17.5	5.5	1.7	4.06 (0.97)

Item IC16: To what extent do the general objectives of the Omani Educational Curriculum encourage the ability to work together cooperatively on group projects?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	37.1	34.9	18.9	6.8	2.2	3.98 (1.02)
Islamic Studies Grades 1-6	39.8	32.2	19.4	6.9	1.7	4.01 (1.01)
Arabic Studies Grades 4-6	25.6	37.2	25.6	7.3	4.3	3.73 (1.06)
Mathematics Grades 4-6	21.0	38.3	30.5	7.8	2.4	3.68 (0.97)
Science Grades 4-6	21.9	36.1	29.7	10.0	2.3	3.65 (1.00)
Social Studies Grades 4-6	31.6	44.4	18.8	4.3	0.9	4.02 (0.87)
English Studies Grades 4-6	46.8	34.7	14.2	3.2	1.1	4.23 (0.88)
Total:	34.1	35.6	21.2	6.9	2.2	3.93 (1.01)

Item IC17: To what extent do the general objectives of the Omani Educational Curriculum facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.6	26.3	32.5	13.8	6.7	3.40 (1.16)
Islamic Studies Grades 1-6	18.0	28.4	30.9	15.5	7.2	3.35 (1.15)
Arabic Studies Grades 4-6	16.1	34.2	30.4	9.3	9.9	3.37 (1.16)
Mathematics Grades 4-6	22.8	33.5	29.3	10.8	3.6	3.61 (1.06)
Science Grades 4-6	18.8	29.4	33.5	11.5	6.9	3.42 (1.13)
Social Studies Grades 4-6	14.7	25.0	44.8	13.8	1.7	3.37 (0.96)
English Studies Grades 4-6	25.3	37.4	26.3	10.0	1.1	3.76 (0.98)
Total:	20.2	29.3	31.8	12.6	6.0	3.45 (1.13)

Item IC18: To what extent do the general objectives of the Omani Educational Curriculum promote a consciousness of and commitment to social problems and issues?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.0	33.7	27.2	10.9	4.2	3.62 (1.09)
Islamic Studies Grades 1-6	27.9	32.5	26.8	7.9	5.0	3.70 (1.11)
Arabic Studies Grades 4-6	19.6	31.9	28.8	12.3	7.4	3.44 (1.16)
Mathematics Grades 4-6	15.7	36.7	29.5	11.4	6.6	3.43 (1.09)
Science Grades 4-6	15.8	37.7	32.1	10.2	4.2	3.51 (1.01)
Social Studies Grades 4-6	16.5	37.4	33.9	7.8	4.3	3.54 (1.00)
English Studies Grades 4-6	18.0	32.8	32.8	12.2	4.2	3.48 (1.06)
Total:	21.9	34.1	28.8	10.6	4.6	3.58 (1.08)

Item IC19: To what extent do the general objectives of the Omani Educational Curriculum cultivate the use of the imagination in conceptualizing subject matter principles?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	29.2	32.6	23.8	9.9	4.6	3.72 (1.12)
Islamic Studies Grades 1-6	24.6	36.1	24.9	5.6	8.8	3.62 (1.17)
Arabic Studies Grades 4-6	22.6	33.5	26.8	10.4	6.7	3.55 (1.15)
Mathematics Grades 4-6	19.2	33.5	28.1	13.2	6.0	3.47 (1.12)
Science Grades 4-6	22.4	34.6	29.9	8.9	4.2	3.62 (1.06)
Social Studies Grades 4-6	19.8	36.2	29.3	13.8	0.9	3.60 (0.99)
English Studies Grades 4-6	15.0	33.2	32.6	17.6	1.6	3.42 (1.00)
Total:	24.8	33.6	26.2	10.3	5.2	3.63 (1.12)

Item IC20: To what extent do the general objectives of the Omani Educational Curriculum reflect mastery of basic terms, facts, and concepts of the subject matter?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.7	35.6	22.2	8.3	2.2	3.86 (1.03)
Islamic Studies Grades 1-6	29.2	33.2	26.7	7.9	2.9	3.78 (1.05)
Arabic Studies Grades 4-6	31.9	35.6	20.2	7.4	4.9	3.82 (1.11)
Mathematics Grades 4-6	22.7	33.7	16.9	25.6	1.2	3.51 (1.14)
Science Grades 4-6	20.1	39.3	31.1	5.9	3.7	3.66 (0.98)
Social Studies Grades 4-6	16.4	41.4	30.2	7.8	4.3	3.58 (1.00)
English Studies Grades 4-6	22.6	39.5	30.5	5.8	1.6	3.76 (0.92)
Total:	28.1	36.4	23.6	9.3	2.6	3.78 (1.04)

Item IC21: To what extent do the general objectives of the Omani Educational Curriculum encourage an awareness and knowledge of scientific processes, mechanisms, and effects?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	31.1	35.9	21.7	7.1	4.2	3.83 (1.08)
Islamic Studies Grades 1-6	32.8	37.6	20.0	5.9	3.8	3.90 (1.05)
Arabic Studies Grades 4-6	21.7	43.4	20.5	11.4	3.0	3.69 (1.03)
Mathematics Grades 4-6	19.7	36.4	21.4	21.4	1.2	3.52 (1.07)
Science Grades 4-6	27.7	37.1	24.1	9.4	1.8	3.80 (1.01)
Social Studies Grades 4-6	16.2	49.6	25.6	7.7	0.9	3.73 (0.86)
English Studies Grades 4-6	22.2	31.7	35.4	10.6	0.0	3.66 (0.94)
Total:	28.0	37.2	22.9	8.9	2.9	3.78 (1.04)

Item IC22: To what extent do the general objectives of the Omani Educational Curriculum develop positive attitudes toward scientific knowledge and methods?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	32.9	32.3	23.1	8.6	3.1	3.83 (1.07)
Islamic Studies Grades 1-6	37.5	34.5	20.5	6.8	0.7	4.01 (0.96)
Arabic Studies Grades 4-6	28.7	36.5	20.4	12.6	1.8	3.78 (1.06)
Mathematics Grades 4-6	17.4	40.1	17.4	23.3	1.7	3.48 (1.08)
Science Grades 4-6	25.6	40.1	28.2	4.0	2.2	3.83 (0.93)
Social Studies Grades 4-6	23.9	40.2	29.1	6.8	0.0	3.81 (0.88)
English Studies Grades 4-6	27.7	35.1	28.2	8.5	0.5	3.81 (0.96)
Total:	30.2	35.3	23.1	9.3	2.1	3.82 (1.03)

Item IC23: To what extent do the general objectives of the Omani Educational Curriculum promote an ability and desire to use language correctly in writing or talking?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	50.8	32.1	10.6	3.6	2.9	4.24 (0.98)
Islamic Studies						
Grades 1-6	47.1	33.6	14.6	2.7	2.0	4.21 (0.93)
Arabic Studies						
Grades 4-6	34.5	36.2	18.4	8.0	2.9	3.91 (1.05)
Mathematics						
Grades 4-6	22.5	33.7	20.7	21.9	1.2	3.54 (1.10)
Science						
Grades 4-6	29.8	39.0	21.1	5.3	4.8	3.84 (1.06)
Social Studies						
Grades 4-6	41.0	40.2	12.8	3.4	2.6	4.14 (0.95)
English Studies						
Grades 4-6	52.8	27.2	14.9	4.6	0.5	4.27 (0.92)
Total:	44.1	33.4	14.3	5.7	2.5	4.11 (1.01)

Item IC24: To what extent do the general objectives of the Omani Educational Curriculum facilitate an ability to relate the Omani Curriculum to everyday life?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	48.0	32.4	13.2	4.6	1.9	4.20 (0.96)
Islamic Studies						
Grades 1-6	49.0	28.7	14.2	5.7	2.4	4.16 (1.03)
Arabic Studies						
Grades 4-6	30.2	36.6	19.2	8.1	5.8	3.77 (1.14)
Mathematics						
Grades 4-6	16.8	34.7	21.4	26.6	0.6	3.41 (1.07)
Science						
Grades 4-6	27.6	36.0	24.1	8.3	3.9	3.75 (1.07)
Social Studies						
Grades 4-6	36.8	35.9	22.2	3.4	1.7	4.03 (0.94)
English Studies						
Grades 4-6	43.5	36.6	12.6	6.3	1.0	4.15 (0.94)
Total:	40.9	33.6	15.8	7.4	2.3	4.04 (1.03)

Item IC25: To what extent do the general objectives of the Omani Educational Curriculum reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.7	38.2	24.3	7.0	1.9	3.85 (0.98)
Islamic Studies Grades 1-6	30.6	35.5	27.2	4.7	2.0	3.38 (0.97)
Arabic Studies Grades 4-6	24.9	36.1	27.2	8.3	3.6	3.70 (1.04)
Mathematics Grades 4-6	14.9	37.4	23.6	21.8	2.3	3.41 (1.06)
Science Grades 4-6	25.1	33.6	30.9	6.7	3.6	3.70 (1.03)
Social Studies Grades 4-6	27.7	33.9	31.3	6.3	0.9	3.81 (0.95)
English Studies Grades 4-6	33.9	38.5	21.9	4.7	1.0	4.00 (0.92)
Total:	27.2	37.1	25.6	7.8	2.2	3.79 (1.00)

Item IC26a: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level ?

Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.6	36.6	29.4	9.8	2.5	3.65 (1.00)
Islamic Studies Grades 1-6	25.9	41.8	22.4	8.5	1.4	3.82 (0.96)
Arabic Studies Grades 4-6	21.0	41.3	28.7	6.0	3.0	3.71 (0.96)
Mathematics Grades 4-6	17.4	47.1	23.8	9.9	1.7	3.69 (0.93)
Science Grades 4-6	23.4	39.2	29.3	6.3	1.8	3.76 (0.94)
Social Studies Grades 4-6	19.8	48.3	22.4	6.9	2.6	3.76 (0.94)
English Studies Grades 4-6	28.9	43.3	22.7	4.1	1.0	3.95 (0.88)
Total:	22.7	39.7	27.3	8.2	2.1	3.73 (0.97)

Item IC26b: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Comprehension: understanding what is being communicated but not necessarily relating it to other things.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	19.8	34.1	27.7	9.7	8.8	3.46 (1.17)
Islamic Studies Grades 1-6	20.7	27.1	30.5	15.3	6.4	3.40 (1.16)
Arabic Studies Grades 4-6	18.4	37.4	27.6	12.9	3.7	3.54 (1.05)
Mathematics Grades 4-6	20.1	32.9	25.0	15.9	6.1	3.45 (1.16)
Science Grades 4-6	19.8	33.5	30.8	11.0	4.8	3.52 (1.08)
Social Studies Grades 4-6	11.9	41.5	31.4	12.7	2.5	3.48 (0.95)
English Studies Grades 4-6	32.5	29.3	26.7	7.3	4.2	3.79 (1.11)
Total:	21.2	32.8	28.1	11.1	6.8	3.51 (1.14)

Item IC26c: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Application: Using knowledge, methods, theories, etc., in new situations (to solve problems, for example).

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.3	30.9	32.9	10.7	4.1	3.55 (1.07)
Islamic Studies Grades 1-6	25.5	34.0	27.2	9.9	3.4	3.68 (1.06)
Arabic Studies Grades 4-6	17.9	42.3	28.6	6.0	5.4	3.61 (1.02)
Mathematics Grades 4-6	15.4	37.9	22.5	20.7	3.6	3.41 (1.09)
Science Grades 4-6	18.4	29.8	33.3	14.0	4.4	3.44 (1.08)
Social Studies Grades 4-6	13.7	37.6	34.2	9.4	5.1	3.45 (1.01)
English Studies Grades 4-6	28.9	34.0	26.8	9.8	0.5	3.81 (0.98)
Total:	21.6	33.0	30.4	11.4	3.7	3.57 (1.06)

Item IC26d: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Analysis: breaking something down into its component parts and understanding the interrelationships of the parts.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.4	32.1	25.8	10.8	3.9	3.68 (1.10)
Islamic Studies Grades 1-6	29.1	34.5	26.0	7.1	3.4	3.79 (1.05)
Arabic Studies Grades 4-6	19.3	37.3	30.1	7.2	6.0	3.57 (1.07)
Mathematics Grades 4-6	18.9	34.3	22.5	18.3	5.9	3.42 (1.16)
Science Grades 4-6	17.4	32.1	33.5	12.5	4.5	3.46 (1.06)
Social Studies Grades 4-6	21.4	29.1	34.2	12.8	2.6	3.54 (1.05)
English Studies Grades 4-6	21.7	32.8	29.1	14.8	1.6	3.58 (1.04)
Total:	24.2	33.3	27.3	11.1	4.1	3.63 (1.09)

Item IC26e: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Synthesis: Putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.9	30.1	20.1	9.0	4.9	3.83 (1.16)
Islamic Studies Grades 1-6	31.6	35.7	19.6	6.5	6.5	3.79 (1.15)
Arabic Studies Grades 4-6	25.0	32.6	27.9	8.7	5.8	3.62 (1.13)
Mathematics Grades 4-6	19.3	36.1	20.5	22.3	1.8	3.49 (1.09)
Science Grades 4-6	23.0	32.9	29.7	11.7	2.7	3.62 (1.05)
Social Studies Grades 4-6	28.0	34.7	23.7	9.3	4.2	3.73 (1.10)
English Studies Grades 4-6	24.9	28.0	31.7	12.2	3.2	3.59 (1.09)
Total:	30.2	32.0	23.1	10.2	4.6	3.73 (1.13)

Item IC26f: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.0	34.5	26.8	7.1	3.6	3.76 (1.05)
Islamic Studies Grades 1-6	32.7	33.5	23.8	6.9	3.1	3.86 (1.05)
Arabic Studies Grades 4-6	20.9	36.7	29.1	8.9	4.4	3.61 (1.05)
Mathematics Grades 4-6	17.1	29.3	26.2	25.6	1.8	3.34 (1.09)
Science Grades 4-6	18.3	37.2	28.0	11.5	5.0	3.52 (1.07)
Social Studies Grades 4-6	26.3	36.4	29.7	5.1	2.5	3.79 (0.98)
English Studies Grades 4-6	25.8	32.1	30.0	10.0	2.1	3.70 (1.03)
Total:	25.9	34.2	27.1	9.4	3.4	3.70 (1.06)

Item IC27: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.0	43.0	22.7	5.6	1.8	3.88 (0.93)
Islamic Studies Grades 1-6	33.9	36.5	22.3	4.7	2.6	3.95 (0.99)
Arabic Studies Grades 4-6	23.7	39.1	25.0	7.1	5.1	3.69 (1.07)
Mathematics Grades 4-6	22.1	41.1	21.5	14.7	0.6	3.69 (1.00)
Science Grades 4-6	23.6	42.6	22.7	7.4	3.7	3.75 (1.02)
Social Studies Grades 4-6	28.2	41.9	20.5	6.8	2.6	3.86 (0.99)
English Studies Grades 4-6	26.8	39.5	27.4	6.3	0.0	3.87 (0.88)
Total:	26.9	41.5	22.9	6.6	2.1	3.85 (0.96)

Item IC28: To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.2	35.8	27.3	11.0	4.6	3.58 (1.08)
Islamic Studies Grades 1-6	26.0	37.8	23.3	7.3	5.7	3.71 (1.10)
Arabic Studies Grades 4-6	23.7	44.6	19.4	8.6	3.6	3.76 (1.03)
Mathematics Grades 4-6	12.0	28.7	25.7	28.7	4.8	3.14 (1.11)
Science Grades 4-6	20.4	35.3	28.5	11.8	4.1	3.56 (1.07)
Social Studies Grades 4-6	21.4	41.0	25.6	7.7	4.3	3.68 (1.03)
English Studies Grades 4-6	25.5	37.5	26.6	8.7	1.6	3.77 (0.98)
Total:	21.5	36.5	26.3	11.5	4.2	3.60 (1.08)

Item IC29: To what extent are efforts made to follow-up the progress of students (from 1st to 6th grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.0	32.3	27.5	12.9	7.3	3.45 (1.16)
Islamic Studies Grades 1-6	25.4	35.7	24.2	9.0	5.7	3.66 (1.12)
Arabic Studies Grades 4-6	20.9	37.2	26.4	10.1	5.4	3.58 (1.09)
Mathematics Grades 4-6	12.5	30.4	23.2	29.8	4.2	3.17 (1.12)
Science Grades 4-6	20.6	30.4	33.6	8.9	6.5	3.50 (1.11)
Social Studies Grades 4-6	15.4	41.9	25.6	12.0	5.1	3.50 (1.06)
English Studies Grades 4-6	36.1	36.1	22.2	5.2	0.5	4.02 (0.92)
Total:	21.7	33.4	27.0	12.3	5.7	3.53 (1.13)

Item IC30: To what extent has the Minsitry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed ?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.4	31.0	19.0	13.0	8.6	3.58 (1.26)
Islamic Studies Grades 1-6	40.0	29.2	19.2	7.5	4.2	3.93 (1.13)
Arabic Studies Grades 4-6	25.4	45.1	16.2	7.0	6.3	3.76 (1.10)
Mathematics Grades 4-6	19.9	37.3	10.2	25.9	6.6	3.38 (1.25)
Science Grades 4-6	24.9	31.7	29.4	8.1	5.9	3.62 (1.12)
Social Studies Grades 4-6	24.8	38.5	21.4	7.7	7.7	3.65 (1.16)
English Studies Grades 4-6	47.4	39.7	9.8	2.1	1.0	4.30 (0.81)
Total:	30.3	33.4	19.1	10.9	6.3	3.70 (1.19)

Item IC31: To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.9	40.1	17.1	4.4	1.5	4.07 (0.92)
Islamic Studies Grades 1-6	46.4	40.2	9.2	3.1	1.1	4.28 (0.84)
Arabic Studies Grades 4-6	31.5	43.0	17.6	3.6	4.2	3.94 (1.01)
Mathematics Grades 4-6	20.2	36.9	16.7	24.4	1.8	3.49 (1.12)
Science Grades 4-6	29.4	38.5	21.7	7.7	2.7	3.84 (1.02)
Social Studies Grades 4-6	41.9	40.2	12.0	5.1	0.9	4.17 (0.89)
English Studies Grades 4-6	38.9	37.3	18.7	5.2	0.0	4.10 (0.88)
Total:	35.5	39.8	16.7	6.3	1.6	4.01 (0.96)

Part 1 Section C
Educational Philosophy and Learning Objectives
(Supervisor)

Item IC1: To what extent do the general objectives of the Omani Educational Curriculum develop a loyalty to the Omani society?

	Mostly	Frequently	Occasionaly	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	45.5	43.2	9.1	0.0	2.3	4.30 (0.82)
Islamic Studies Grades 1-6	45.0	50.0	5.0	0.0	0.0	4.30 (0.60)
Arabic Studies Grades 4-6	54.2	37.5	8.3	0.0	0.0	4.46 (0.66)
Mathematics Grades 4-6	40.0	44.0	12.0	4.0	0.0	4.20 (0.82)
Science Grades 4-6	38.5	46.2	15.4	0.0	0.0	4.23 (0.71)
Social Studies Grades 4-6	45.5	40.9	13.6	0.0	0.0	4.32 (0.72)
English Studies Grades 4-6	50.0	30.0	15.0	5.0	0.0	4.25 (0.91)
Total:	45.3	42.0	11.0	1.1	0.6	4.30 (0.75)

Item IC2: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable societal behavior?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	36.4	50.0	11.4	2.3	0.0	4.21 (0.73)
Islamic Studies Grades 1-6	36.4	50.0	13.6	0.0	0.0	4.23 (0.69)
Arabic Studies Grades 4-6	44.0	36.0	20.0	0.0	0.0	4.24 (0.78)
Mathematics Grades 4-6	20.0	60.0	20.0	0.0	0.0	4.00 (0.65)
Science Grades 4-6	23.1	53.8	23.1	0.0	0.0	4.00 (0.69)
Social Studies Grades 4-6	26.1	56.5	17.4	0.0	0.0	4.09 (0.67)
English Studies Grades 4-6	12.5	75.0	12.5	0.0	0.0	4.00 (0.52)
Total:	29.8	53.0	16.6	0.6	0.0	4.12 (0.69)

Item IC3: To what extent do the general objectives of the Omani Educational Curriculum promote awareness and encourage fulfillment of civic responsibilities?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.0	54.5	18.2	2.3	0.0	4.02 (0.73)
Islamic Studies Grades 1-6	45.5	27.3	22.7	4.5	0.0	4.14 (0.94)
Arabic Studies Grades 4-6	28.0	40.0	24.0	8.0	0.0	3.88 (0.93)
Mathematics Grades 4-6	19.2	50.0	30.8	0.0	0.0	3.89 (0.71)
Science Grades 4-6	19.2	42.3	34.6	3.8	0.0	3.77 (0.82)
Social Studies Grades 4-6	22.7	45.5	27.3	4.5	0.0	3.86 (0.83)
English Studies Grades 4-6	23.8	19.0	42.9	14.3	0.0	3.52 (1.03)
Total:	25.8	41.9	27.4	4.8	0.0	3.89 (0.85)

Item IC4: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable scientific and social views?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	18.2	40.9	36.4	4.5	0.0	3.73 (0.82)
Islamic Studies Grades 1-6	23.8	42.9	19.0	9.5	4.8	3.71 (1.10)
Arabic Studies Grades 4-6	32.0	44.0	20.0	4.0	0.0	4.04 (0.84)
Mathematics Grades 4-6	37.5	37.5	25.0	0.0	0.0	4.13 (0.80)
Science Grades 4-6	7.7	69.2	23.1	0.0	0.0	3.85 (0.54)
Social Studies Grades 4-6	31.8	50.0	18.2	0.0	0.0	4.14 (0.71)
English Studies Grades 4-6	12.5	29.2	25.0	33.0	0.0	3.21 (1.06)
Total:	22.6	44.6	25.3	7.0	0.5	3.82 (0.88)

Item IC5: To what extent do the general objectives of the Omani Educational Curriculum promote an awareness that learning is a life-long process and continues throughout an individual's life time?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	39.5	37.2	18.6	4.7	0.0	4.12 (0.88)
Islamic Studies Grades 1-6	52.4	33.3	4.8	9.5	0.0	4.29 (0.96)
Arabic Studies Grades 4-6	36.0	36.0	24.0	0.0	4.0	4.00 (1.00)
Mathematics Grades 4-6	38.5	46.2	15.4	0.0	0.0	4.23 (0.71)
Science Grades 4-6	50.0	26.9	19.2	3.8	0.0	4.23 (0.91)
Social Studies Grades 4-6	36.4	36.4	27.3	0.0	0.0	4.09 (0.81)
English Studies Grades 4-6	18.2	22.7	45.5	13.6	0.0	3.46 (0.96)
Total:	38.9	34.6	21.6	4.3	0.5	4.07 (0.91)

Item IC6: To what extent do the general objectives of the Omani Educational Curriculum facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	52.3	34.1	13.6	0.0	0.0	4.39 (0.72)
Islamic Studies Grades 1-6	45.5	36.4	13.6	4.5	0.0	4.23 (0.87)
Arabic Studies Grades 4-6	64.0	36.0	0.0	0.0	0.0	4.64 (0.49)
Mathematics Grades 4-6	53.8	30.8	15.4	0.0	0.0	4.39 (0.75)
Science Grades 4-6	46.2	34.6	19.2	0.0	0.0	4.27 (0.78)
Social Studies Grades 4-6	47.8	52.2	0.0	0.0	0.0	4.48 (0.51)
English Studies Grades 4-6	26.3	36.8	26.3	10.5	0.0	3.79 (0.98)
Total:	49.2	36.8	12.4	1.6	0.0	4.34 (0.76)

Item IC7: To what extent do the general objectives of the Omani Educational Curriculum promote an appreciation for the diversity in human behavior, beliefs, and customs?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	59.1	13.6	2.3	0.0	4.07 (0.70)
Islamic Studies Grades 1-6	27.3	40.9	18.2	9.1	4.5	3.77 (1.11)
Arabic Studies Grades 4-6	20.0	48.0	24.0	8.0	0.0	3.80 (0.87)
Mathematics Grades 4-6	20.0	56.0	20.0	4.0	0.0	3.92 (0.76)
Science Grades 4-6	12.0	52.0	32.0	4.0	0.0	3.72 (0.74)
Social Studies Grades 4-6	13.0	60.9	17.4	8.7	0.0	3.78 (0.80)
English Studies Grades 4-6	22.7	22.7	27.3	22.7	4.5	3.36 (1.22)
Total:	20.0	50.0	21.0	7.5	1.1	3.81 (0.88)

Item IC8: To what extent do the general objectives of the Omani Educational Curriculum develop the capacity for independent study, for continuing learning outside of the classroom?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.1	29.5	25.0	9.1	2.3	3.84 (1.08)
Islamic Studies Grades 1-6	45.5	18.2	27.3	9.1	0.0	4.00 (1.07)
Arabic Studies Grades 4-6	28.0	56.0	12.0	0.0	4.0	4.04 (0.89)
Mathematics Grades 4-6	30.8	30.8	30.8	0.0	7.7	3.77 (1.14)
Science Grades 4-6	26.9	30.8	34.6	3.8	3.8	3.73 (1.04)
Social Studies Grades 4-6	34.8	34.8	21.7	8.7	0.0	3.96 (0.98)
English Studies Grades 4-6	25.0	15.0	35.0	25.0	0.0	3.40 (1.14)
Total:	32.3	31.2	26.3	7.5	2.7	3.83 (1.05)

Item IC9: To what extent do the general objectives of the Omani Educational Curriculum promote a positive attitude toward learning and inquiry?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.4	34.1	25.0	4.5	0.0	4.02 (0.90)
Islamic Studies Grades 1-6	18.2	40.9	36.4	0.0	4.5	3.68 (0.95)
Arabic Studies Grades 4-6	16.7	58.3	20.8	4.2	0.0	3.88 (0.74)
Mathematics Grades 4-6	34.8	26.1	30.4	8.7	0.0	3.87 (1.01)
Science Grades 4-6	20.0	44.0	32.0	4.0	0.0	3.80 (0.82)
Social Studies Grades 4-6	21.7	47.8	21.7	8.7	0.0	3.83 (0.89)
English Studies Grades 4-6	26.3	15.8	26.3	31.6	0.0	3.37 (1.21)
Total:	26.1	38.3	27.2	7.8	0.6	3.82 (0.93)

Item IC10: To what extent do the general objectives of the Omani Educational Curriculum reflect skills in analyzing issues and problems?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.7	45.5	27.3	4.5	0.0	3.86 (0.82)
Islamic Studies Grades 1-6	9.5	57.1	19.0	9.5	4.8	3.57 (0.98)
Arabic Studies Grades 4-6	12.0	48.0	28.0	12.0	0.0	3.60 (0.87)
Mathematics Grades 4-6	24.0	32.0	32.0	12.0	0.0	3.68 (0.99)
Science Grades 4-6	12.5	41.7	37.5	8.3	0.0	3.58 (0.83)
Social Studies Grades 4-6	13.0	39.1	26.1	21.7	0.0	3.44 (0.99)
English Studies Grades 4-6	21.1	10.5	31.6	36.8	0.0	3.16 (1.17)
Total:	17.1	40.3	28.7	13.3	0.6	3.60 (0.94)

Item IC11: To what extent do the general objectives of the Omani Educational Curriculum facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean(sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	11.4	52.3	29.5	4.5	2.3	3.66 (0.83)
Islamic Studies Grades 1-6	22.7	40.9	13.6	22.7	0.0	3.64 (1.09)
Arabic Studies Grades 4-6	8.3	33.3	50.0	8.3	0.0	3.42 (0.78)
Mathematics Grades 4-6	24.0	20.0	44.0	8.0	4.0	3.52 (1.09)
Science Grades 4-6	24.0	24.0	36.0	16.0	0.0	3.56 (1.04)
Social Studies Grades 4-6	28.6	28.6	23.8	19.0	0.0	3.67 (1.11)
English Studies Grades 4-6	22.2	16.7	16.7	44.4	0.0	3.17 (1.25)
Total:	19.0	33.5	31.3	15.1	1.1	3.54 (1.00)

Item IC12: To what extent do the general objectives of the Omani Educational Curriculum develop the ability to judge the validity of evidence and draw sound conclusions from data?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	9.1	54.5	29.5	4.5	2.3	3.64 (0.81)
Islamic Studies Grades 1-6	18.2	50.0	18.2	13.6	0.0	3.73 (0.94)
Arabic Studies Grades 4-6	8.0	36.0	44.0	4.0	8.0	3.32 (0.99)
Mathematics Grades 4-6	17.4	26.1	39.1	13.0	4.3	3.39 (1.08)
Science Grades 4-6	7.7	42.3	34.6	15.4	0.0	3.42 (0.86)
Social Studies Grades 4-6	19.0	42.9	33.3	4.8	0.0	3.76 (0.83)
English Studies Grades 4-6	18.2	13.6	40.9	27.3	0.0	3.23 (1.07)
Total:	13.1	39.9	33.9	10.9	2.2	3.51 (0.93)

Item IC13: To what extent do the general objectives of the Omani Educational Curriculum promote a capacity to recognize and tolerate complexity and ambiguity?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	6.8	52.3	36.4	2.3	2.3	3.59 (0.76)
Islamic Studies Grades 1-6	13.6	45.5	27.3	9.1	4.5	3.55 (1.01)
Arabic Studies Grades 4-6	16.0	24.0	44.0	12.0	4.0	3.36 (1.04)
Mathematics Grades 4-6	19.2	23.1	50.0	0.0	7.7	3.46 (1.07)
Science Grades 4-6	7.7	34.6	46.2	11.5	0.0	3.39 (0.80)
Social Studies Grades 4-6	5.0	35.0	30.0	25.0	5.0	3.10 (1.02)
English Studies Grades 4-6	12.5	16.7	45.8	25.0	0.0	3.17 (0.96)
Total:	11.2	34.8	40.1	10.7	3.2	3.40 (0.94)

Item IC14: To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	13.6	40.9	31.8	2.3	11.4	3.43 (1.13)
Islamic Studies Grades 1-6	9.1	59.1	18.2	9.1	4.5	3.59 (0.96)
Arabic Studies Grades 4-6	16.0	40.0	444.0	0.0	0.0	3.72 (0.74)
Mathematics Grades 4-6	12.0	40.0	32.0	4.0	12.0	3.36 (1.15)
Science Grades 4-6	12.0	32.0	52.0	0.0	4.0	3.48 (0.87)
Social Studies Grades 4-6	14.3	38.1	42.9	0.0	4.8	3.57 (0.93)
English Studies Grades 4-6	26.3	26.3	42.1	5.3	0.0	3.74 (0.93)
Total:	14.4	39.8	37.0	2.8	6.1	3.54 (0.98)

Item IC15: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts and concepts that are basic to understanding of the Omani cultural heritage?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.9	32.6	23.3	2.3	7.0	3.86 (1.15)
Islamic Studies Grades 1-6	22.7	36.4	31.8	4.5	4.5	3.68 (1.04)
Arabic Studies Grades 4-6	16.0	48.0	28.0	4.0	4.0	3.68 (0.95)
Mathematics Grades 4-6	19.2	34.6	26.9	0.0	19.2	3.35 (1.36)
Science Grades 4-6	20.0	48.0	24.0	4.0	4.0	3.76 (0.97)
Social Studies Grades 4-6	13.0	65.2	17.4	0.0	4.3	3.83 (0.83)
English Studies Grades 4-6	20.0	40.0	25.0	15.0	0.0	3.65 (0.99)
Total:	22.3	42.4	25.0	3.8	6.5	3.70 (1.06)

Item IC16: To what extent do the general objectives of the Omani Educational Curriculum encourage the ability to work together cooperatively on group projects?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	40.9	25.0	4.5	4.5	3.77 (1.03)
Islamic Studies Grades 1-6	22.7	59.1	9.1	0.0	9.1	3.68 (1.08)
Arabic Studies Grades 4-6	8.0	52.0	28.0	8.0	4.0	3.52 (0.92)
Mathematics Grades 4-6	20.8	25.0	25.0	20.8	8.3	3.29 (1.27)
Science Grades 4-6	4.0	44.0	36.0	12.0	4.0	3.32 (0.90)
Social Studies Grades 4-6	0.0	70.0	20.0	5.0	5.0	3.55 (0.83)
English Studies Grades 4-6	25.0	30.0	30.0	15.0	0.0	3.65 (1.04)
Total:	16.1	45.0	25.0	8.9	5.0	3.58 (1.02)

Item IC17: To what extent do the general objectives of the Omani Educational Curriculum facilitate positive attitudes and habits of expressing hunches and quesses in early stages of inquiry?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	11.4	43.2	29.5	13.6	2.3	3.48 (0.95)
Islamic Studies Grades 1-6	9.1	40.9	36.4	9.1	4.5	3.41 (0.96)
Arabic Studies Grades 4-6	4.8	36.0	36.0	12.0	8.0	3.24 (1.05)
Mathematics Grades 4-6	24.0	24.0	40.0	8.0	4.0	3.56 (1.08)
Science Grades 4-6	12.0	32.0	32.0	20.0	4.0	3.28 (1.06)
Social Studies Grades 4-6	4.5	27.3	54.5	9.1	4.5	3.18 (0.85)
English Studies Grades 4-6	14.3	33.3	47.6	4.8	0.0	3.57 (0.81)
Total:	12.0	34.8	38.0	11.4	3.8	3.40 (0.97)

Item IC18: To what extent do the general objectives of the Omani Educational Curriculum promote a consciousness of and commitment to social problems and issues?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	14.0	51.2	25.6	9.3	0.0	3.70 (0.83)
Islamic Studies Grades 1-6	13.6	45.5	31.8	4.5	4.5	3.59 (0.96)
Arabic Studies Grades 4-6	8.0	52.0	28.0	8.0	4.0	3.52 (0.92)
Mathematics Grades 4-6	12.0	28.0	44.0	12.0	4.0	3.32 (0.99)
Science Grades 4-6	8.3	50.0	25.0	12.5	4.2	3.46 (0.98)
Social Studies Grades 4-6	13.6	31.8	40.9	9.1	4.5	3.41 (1.01)
English Studies Grades 4-6	13.0	17.4	52.2	17.4	0.0	3.26 (0.92)
Total:	12.0	40.8	34.2	10.3	2.7	3.49 (0.93)

Item IC19: To what extent do the general objectives of the Omani Educational Curriculum cultivate the use of the imagination in conceptualizing subject matter principles?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.9	45.5	27.3	6.8	4.5	3.61 (0.99)
Islamic Studies Grades 1-6	4.5	50.0	36.4	4.5	4.5	3.46 (0.86)
Arabic Studies Grades 4-6	16.0	44.0	28.0	8.0	4.0	3.60 (1.00)
Mathematics Grades 4-6	15.4	26.9	42.3	11.5	3.8	3.39 (1.02)
Science Grades 4-6	12.0	36.0	40.0	8.0	4.0	3.44 (0.96)
Social Studies Grades 4-6	14.3	42.9	23.8	14.3	4.8	3.48 (1.08)
English Studies Grades 4-6	15.0	25.0	30.0	30.0	0.0	3.25 (1.07)
Total:	13.7	39.3	32.2	10.9	3.8	3.48 (0.99)

Item IC20: To what extent do the general objectives of the Omani Educational Curriculum reflect mastery of basic terms, facts, and concepts of the subject matter?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.6	37.2	30.2	7.0	0.0	3.81 (0.91)
Islamic Studies Grades 1-6	22.7	45.5	18.2	9.1	4.5	3.73 (1.08)
Arabic Studies Grades 4-6	24.0	48.0	24.0	4.0	0.0	3.92 (0.81)
Mathematics Grades 4-6	15.4	30.8	50.0	3.8	0.0	3.58 (0.81)
Science Grades 4-6	24.0	32.0	44.0	0.0	0.0	3.80 (0.82)
Social Studies Grades 4-6	10.0	45.0	35.0	5.0	5.0	3.50 (0.95)
English Studies Grades 4-6	20.0	25.0	35.0	20.0	0.0	3.45 (1.05)
Total:	21.0	37.6	33.7	6.6	1.1	3.71 (0.91)

Item IC21: To what extent do the general objectives of the Omani Educational Curriculum encourage an awareness and knowledge of scientific processes, mechanisms, and effects?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.3	50.0	18.2	2.3	2.3	3.98 (0.88)
Islamic Studies Grades 1-6	27.3	45.5	18.2	0.0	9.1	3.82 (1.14)
Arabic Studies Grades 4-6	12.0	32.0	36.0	20.0	0.0	3.36 (0.95)
Mathematics Grades 4-6	23.1	42.3	34.6	0.0	0.0	3.89 (0.77)
Science Grades 4-6	20.0	56.0	20.0	4.0	0.0	3.92 (0.76)
Social Studies Grades 4-6	5.3	47.4	31.6	15.8	0.0	3.42 (0.84)
English Studies Grades 4-6	10.5	21.1	42.1	26.3	0.0	3.16 (0.96)
Total:	19.4	43.3	27.2	8.3	1.7	3.71 (0.93)

Item IC22: To what extent do the general objectives of the Omani Educational Curriculum develop positive attitudes toward scientific knowledge and methods?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	56.8	22.7	2.3	0.0	3.91 (0.71)
Islamic Studies Grades 1-6	22.7	36.4	31.8	0.0	9.1	3.64 (1.14)
Arabic Studies Grades 4-6	12.0	44.0	40.0	4.0	0.0	3.64 (0.76)
Mathematics Grades 4-6	36.0	40.0	20.0	4.0	0.0	4.08 (0.86)
Science Grades 4-6	32.0	48.0	16.0	4.0	0.0	4.08 (0.81)
Social Studies Grades 4-6	25.0	30.0	35.0	10.0	0.0	3.70 (0.98)
English Studies Grades 4-6	11.1	55.6	27.8	5.6	0.0	3.72 (0.75)
Total:	22.3	45.8	26.8	3.9	1.1	3.84 (0.85)

Item IC23: To what extent do the general objectives of the Omani Educational Curriculum promote an ability and desire to use language correctly in writing or talking?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.5	47.7	22.7	0.0	0.0	4.07 (0.73)
Islamic Studies Grades 1-6	18.2	54.5	9.1	9.1	9.1	3.64 (1.18)
Arabic Studies Grades 4-6	20.0	60.0	12.0	4.0	4.0	3.88 (0.93)
Mathematics Grades 4-6	34.8	26.1	39.1	0.0	0.0	3.96 (0.88)
Science Grades 4-6	30.8	38.5	23.1	7.7	0.0	3.92 (0.94)
Social Studies Grades 4-6	10.0	55.0	25.0	10.0	0.0	3.65 (0.81)
English Studies Grades 4-6	36.4	31.8	22.7	9.1	0.0	3.96 (1.00)
Total:	26.4	46.1	22.0	4.9	1.6	3.90 (0.91)

Item IC24: To what extent do the general objectives of the Omani Educational Curriculum facilitate an ability to relate the Omani Curriculum to everyday life?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	34.9	48.8	14.0	0.0	2.3	4.14 (0.83)
Islamic Studies Grades 1-6	18.2	50.0	22.7	9.1	0.0	3.77 (0.87)
Arabic Studies Grades 4-6	28.0	44.0	24.0	4.0	0.0	3.96 (0.84)
Mathematics Grades 4-6	29.2	33.3	33.3	0.0	4.2	3.83 (1.01)
Science Grades 4-6	12.0	60.0	24.0	0.0	4.0	3.76 (0.83)
Social Studies Grades 4-6	14.3	42.9	23.8	14.3	4.8	3.48 (1.08)
English Studies Grades 4-6	19.0	33.3	47.6	0.0	0.0	3.71 (0.78)
Total:	23.8	45.3	25.4	3.3	2.2	3.85 (0.90)

Item IC25: To what extent do the general objectives of the Omani Educational Curriculum reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	30.2	41.9	27.9	0.0	0.0	4.02 (0.77)
Islamic Studies Grades 1-6	18.2	40.9	40.9	0.0	0.0	3.77 (0.75)
Arabic Studies Grades 4-6	16.0	56.0	28.0	0.0	0.0	3.88 (0.67)
Mathematics Grades 4-6	16.7	33.3	33.3	16.7	0.0	3.50 (0.98)
Science Grades 4-6	34.6	23.1	38.5	38.0	0.0	3.89 (0.95)
Social Studies Grades 4-6	13.0	26.1	47.8	13.0	0.0	3.39 (0.89)
English Studies Grades 4-6	19.0	38.1	38.1	4.8	0.0	3.71 (0.85)
Total:	22.3	37.5	35.3	4.9	0.0	3.77 (0.85)

Item IC26a In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level ?

Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	22.7	54.5	20.5	0.0	2.3	3.96 (0.81)
Islamic Studies Grades 1-6	9.5	66.7	19.0	4.8	0.0	3.81 (0.68)
Arabic Studies Grades 4-6	16.7	70.8	12.5	0.0	0.0	4.04 (0.55)
Mathematics Grades 4-6	7.7	46.2	34.6	11.5	0.0	3.50 (0.81)
Science Grades 4-6	15.4	53.8	26.9	3.8	0.0	3.81 (0.75)
Social Studies Grades 4-6	22.7	45.5	27.3	4.5	0.0	3.86 (0.83)
English Studies Grades 4-6	18.2	45.5	36.4	0.0	0.0	3.82 (0.73)
Total:	16.8	54.6	24.9	3.2	0.5	3.84 (0.76)

Item IC26b: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Comprehension: understanding what is being communicated but not necessarily relating it to other things.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	20.5	47.7	29.5	2.3	0.0	3.86 (0.77)
Islamic Studies Grades 1-6	13.6	54.5	31.8	0.0	0.0	3.82 (0.66)
Arabic Studies Grades 4-6	32.0	48.0	20.0	0.0	0.0	4.12 (0.73)
Mathematics Grades 4-6	23.1	34.6	34.6	7.7	0.0	3.73 (0.92)
Science Grades 4-6	11.5	46.2	34.6	3.8	3.8	3.58 (0.90)
Social Studies Grades 4-6	13.0	47.8	30.4	8.7	0.0	3.65 (0.83)
English Studies Grades 4-6	15.0	40.0	35.0	10.0	0.0	3.60 (0.88)
Total:	18.8	45.7	30.6	4.3	0.5	3.78 (0.82)

Item IC26c: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Application: Using knowledge, methods, theories, etc., in new situations (to solve problems, for example).

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	15.9	45.5	36.4	2.3	0.0	3.75 (0.75)
Islamic Studies Grades 1-6	14.3	47.6	33.3	4.8	0.0	3.71 (0.78)
Arabic Studies Grades 4-6	32.0	40.0	20.0	8.0	0.0	3.96 (0.94)
Mathematics Grades 4-6	19.2	30.8	46.2	3.8	0.0	3.65 (0.85)
Science Grades 4-6	15.4	46.2	34.6	3.8	0.0	3.73 (0.78)
Social Studies Grades 4-6	17.4	13.0	60.9	4.3	4.3	3.35 (0.98)
English Studies Grades 4-6	14.3	23.8	23.8	33.0	4.8	3.10 (1.18)
Total:	18.3	36.6	36.6	7.5	1.1	3.63 (0.90)

Item IC26d: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Analysis: breaking something down into its component parts and understanding the interrelationships of the parts.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.7	43.2	31.8	2.3	0.0	3.86 (0.80)
Islamic Studies Grades 1-6	22.7	45.5	22.7	9.1	0.0	3.82 (0.91)
Arabic Studies Grades 4-6	16.0	56.0	20.0	8.0	0.0	3.80 (0.82)
Mathematics Grades 4-6	23.1	23.1	50.0	3.8	0.0	3.65 (0.89)
Science Grades 4-6	7.8	48.0	32.0	12.0	0.0	3.52 (0.82)
Social Studies Grades 4-6	21.7	17.4	43.5	8.7	8.7	3.35 (1.19)
English Studies Grades 4-6	0.0	36.4	22.7	36.4	4.5	2.91 (0.97)
Total:	17.1	39.0	32.1	10.2	1.6	3.60 (0.94)

Item IC26e: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Synthesis: Putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	50.0	27.3	2.3	0.0	3.89 (0.75)
Islamic Studies Grades 1-6	23.8	33.3	28.6	14.3	0.0	3.67 (1.02)
Arabic Studies Grades 4-6	16.7	54.2	29.2	0.0	0.0	3.88 (0.68)
Mathematics Grades 4-6	34.6	26.9	38.5	0.0	0.0	3.96 (0.87)
Science Grades 4-6	16.0	52.0	29.0	8.0	0.0	3.76 (0.83)
Social Studies Grades 4-6	17.4	34.8	34.8	13.0	0.0	3.57 (0.95)
English Studies Grades 4-6	0.0	31.6	21.1	42.1	5.3	2.79 (0.98)
Total:	19.2	41.8	29.1	9.3	0.5	3.70 (0.91)

Item IC26f: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.5	47.7	18.2	4.5	0.0	4.02 (0.82)
Islamic Studies Grades 1-6	18.2	36.4	31.8	13.6	0.0	3.59 (0.96)
Arabic Studies Grades 4-6	8.0	52.0	32.0	4.0	4.0	3.56 (0.87)
Mathematics Grades 4-6	36.0	12.0	44.0	8.0	0.0	3.76 (1.05)
Science Grades 4-6	19.2	42.3	23.1	15.4	0.0	3.65 (0.98)
Social Studies Grades 4-6	17.4	43.5	26.1	13.0	0.0	3.65 (0.94)
English Studies Grades 4-6	0.0	25.0	40.0	25.0	10.0	2.80 (0.95)
Total:	20.0	38.4	29.2	10.8	1.6	3.68 (0.97)

Item IC27: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	18.2	54.5	25.0	2.3	0.0	3.89 (0.72)
Islamic Studies Grades 1-6	18.2	45.5	36.4	0.0	0.0	3.82 (0.73)
Arabic Studies Grades 4-6	12.0	60.0	28.0	0.0	0.0	3.84 (0.62)
Mathematics Grades 4-6	15.4	42.3	38.5	3.8	0.0	3.69 (0.79)
Science Grades 4-6	26.9	53.8	19.2	0.0	0.0	4.08 (0.69)
Social Studies Grades 4-6	13.6	63.6	22.7	0.0	0.0	3.91 (0.61)
English Studies Grades 4-6	21.1	36.8	21.1	21.1	0.0	3.58 (1.07)
Total:	17.9	51.6	27.2	3.3	0.0	3.84 (0.75)

Item IC28: To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	22.7	38.6	34.1	4.5	0.0	3.80 (0.85)
Islamic Studies						
Grades 1-6	9.1	59.1	27.3	4.5	0.0	3.73 (0.70)
Arabic Studies						
Grades 4-6	8.3	50.0	33.3	8.3	0.0	3.58 (0.78)
Mathematics						
Grades 4-6	8.0	32.0	56.0	4.0	0.0	3.44 (0.71)
Science						
Grades 4-6	3.8	53.8	30.8	7.7	3.8	3.46 (0.86)
Social Studies						
Grades 4-6	0.0	57.2	30.4	17.4	0.0	3.35 (0.78)
English Studies						
Grades 4-6	4.5	18.2	54.5	9.1	13.6	2.91 (1.02)
Total:	9.7	43.0	37.6	7.5	2.2	3.51 (0.85)

Item IC29: To what extent are efforts made to follow-up the progress of students (from 1st to 6th grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	22.7	47.7	18.2	6.8	4.5	3.77 (1.03)
Islamic Studies						
Grades 1-6	13.6	45.5	27.3	13.6	0.0	3.59 (0.91)
Arabic Studies						
Grades 4-6	12.5	58.3	20.8	4.2	4.2	3.71 (0.91)
Mathematics						
Grades 4-6	16.0	44.0	36.0	4.0	0.0	3.72 (0.79)
Science						
Grades 4-6	11.5	46.2	42.3	0.0	0.0	3.69 (0.68)
Social Studies						
Grades 4-6	4.3	47.8	26.1	13.0	8.7	3.26 (1.05)
English Studies						
Grades 4-6	10.0	50.0	35.0	5.0	0.0	3.65 (0.75)
Total:	14.1	48.4	28.3	6.5	2.7	3.65 (0.90)

Item IC30: To what extent has the Minsitry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed ?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.0	52.3	18.2	2.3	2.3	3.96 (0.86)
Islamic Studies Grades 1-6	27.3	45.5	22.7	4.5	0.0	3.96 (0.84)
Arabic Studies Grades 4-6	24.0	56.0	20.0	0.0	0.0	4.04 (0.68)
Mathematics Grades 4-6	11.5	65.4	19.2	0.0	3.8	3.81 (0.83)
Science Grades 4-6	19.2	53.8	19.2	7.7	0.0	3.85 (0.83)
Social Studies Grades 4-6	13.0	56.5	26.1	0.0	4.3	3.74 (0.86)
English Studies Grades 4-6	47.8	17.4	34.8	0.0	0.0	4.13 (0.92)
Total:	23.8	50.3	22.2	2.1	1.6	3.93 (0.83)

Item IC31: To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	34.1	52.3	9.1	2.3	2.3	4.14 (0.85)
Islamic Studies Grades 1-6	36.4	54.5	9.1	0.0	0.0	4.27 (0.63)
Arabic Studies Grades 4-6	24.0	60.0	8.0	8.0	0.0	4.00 (0.82)
Mathematics Grades 4-6	23.1	46.2	26.9	3.8	0.0	3.89 (0.82)
Science Grades 4-6	23.1	61.5	15.4	0.0	0.0	4.08 (0.63)
Social Studies Grades 4-6	30.4	30.4	34.8	4.3	0.0	3.87 (0.92)
English Studies Grades 4-6	8.7	52.2	30.4	8.7	0.0	3.61 (0.78)
Total:	26.5	51.3	18.0	3.7	0.5	4.00 (0.80)

Part I Section C
Educational Philosophy and Learning Objectives
(Administrator)

Item IB	Response*					
To what extent do the general objectives of the Omani Educational Curriculum:	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. Develop a loyalty to the Omani Society?	41.7	44.4	13.2	0.7	0.0	4.27 (0.71)
2. Develop and encourage desirable societial behavior?	28.3	50.3	19.3	2.1	0.0	4.05 (0.75)
3. Promote awareness and encourage fulfillment of civic responsibilities?	23.6	36.8	33.3	6.3	0.0	3.78 (0.88)
4. Develop and encourage desirable scientific and social views?	20.0	42.1	27.1	8.6	2.1	3.69 (0.96)
5. Promote an awareness that learning is a life-long process and continues throughout an individual's life time?	46.1	34.0	13.5	3.5	2.8	4.17 (0.99)
6. Facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?	57.7	33.8	7.7	0.7	0.0	4.49 (0.67)
7. Promote an appreciation for the diversity in human behavior, beliefs, and customs?	17.6	50.0	24.6	6.3	1.4	3.76 (0.87)
8. Develop the capacity for independent study for continuing learning outside of the classroom?	35.4	29.2	25.7	5.6	4.2	3.86 (1.09)
9. Promote a positive attitude toward learning and inquiry?	33.3	34.7	24.5	6.1	1.4	3.93 (0.97)
10. Reflect skills in analyzing issues and problems?	17.0	43.5	28.6	8.2	2.7	3.64 (0.95)
11. Facilitate critical thinking skills, such as skills in structuring pertinent question, or gathering and organizing data, and making generalizations, etc.?	23.4	40.0	22.8	10.3	3.4	3.70 (1.05)
12. Develop the ability to judge the validity of evidence and draw sound conclusions from data?	24.1	27.6	40.0	7.6	0.7	3.67 (0.95)
13. Promote a capacity to recognize and tolerate complexity and ambiguity?	20.7	34.5	33.8	9.7	1.4	3.63 (0.96)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IB	Response*					
To what extent do the general objectives of the Omani Educational Curriculum:	5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?	24.0	49.3	21.9	4.1	0.7	3.92 (0.83)
15. Develop knowledge of facts and concepts that are basic to the understanding of the Omani cultural heritage?	34.7	44.4	18.1	2.1	0.7	4.10 (0.82)
16. Encourage the ability to work together cooperatively on group projects?	22.9	43.1	26.4	7.6	0.0	3.81 (0.88)
17. Facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry?	18.4	34.0	34.0	11.3	2.1	3.55 (0.99)
18. Promote a consciousness of and commitment to social problems and issues?	20.8	39.6	29.2	8.3	2.1	3.69 (0.96)
19. Cultivate the use of the imagination in conceptualizing subject matter principles?	22.4	39.2	30.8	7.0	0.7	3.76 (0.91)
20. Reflect mastery of basic terms, facts, and concepts of the subject matter?	23.6	44.4	27.1	4.2	0.7	3.86 (0.85)
21. Encourage an awareness and knowledge of scientific processes, mechanisms, and effects?	27.1	45.1	22.9	4.2	0.7	3.94 (0.86)
22. Develop positive attitues toward scientific knowledge and methods?	30.1	40.6	23.8	4.9	0.7	3.94 (0.89)
23. Promote an ability and desire to use language correctly in writting or talking?	42.7	39.9	14.7	2.8	0.0	4.22 (0.80)
24. Facilitate an ability to relate the Omani Curriculum to everyday life?	35.7	34.3	21.7	7.7	0.7	3.97 (0.97)
25. Reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?	22.2	40.3	29.2	6.3	2.1	3.74 (0.94)
26. In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on each of the following cognitive levels?						
a. **Memory:** the recall or remembering of facts, rules, concepts, generalizations, etc.	19.3	50.4	24.4	3.0	3.0	3.80 (0.89)
b. **Comprehension:** understanding what is being communicated but not necessarily relating it to other things.	17.8	38.4	32.9	9.6	1.4	3.62 (0.93)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IB	Response*					
To what extent do the general objectives of the Omani Educational Curriculum:	5 %	4 %	3 %	2 %	1 %	Mean (sd)
26. In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on each of the following cognitive levels ? (con't)						
c. **Application:** using knowledge, methods, theories, etc., in new stuations (to solve problems, for example).	25.7	34.0	29.9	10.4	0.0	3.75 (0.96)
d. **Analysis:** breaking something down into its component parts and understanding the interrelationships of the parts.	28.6	34.7	27.2	8.2	1.4	3.81 (0.99)
e. **Synthesis:** putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.	28.6	34.7	27.2	7.5	2.0	3.80 (1.00)
f. **Evaluation:** making quantitative and qualitative judgements based on stated standards or criteria.	25.2	40.1	27.2	5.4	2.0	3.81 (0.95)
27. To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?	28.3	44.6	22.3	4.7	0.0	3.97 (0.84)
28. To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?	24.8	44.8	22.8	4.8	2.8	3.84 (0.95)
29. To what extent are efforts made to follow up the progress of students (from 1st to 6th grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?	18.4	38.8	32.7	5.4	4.8	3.61 (1.00)
30. To what extent has the Ministry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed?	18.5	51.4	24.0	4.1	2.1	3.80 (0.86)
31. To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)?	36.1	43.1	18.1	2.1	0.7	4.12 (0.82)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3
General Education
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	18.0	48.5	27.7	3.7	2.1	3.77 (0.86)
2. To what extent is the amount of class time scheduled for subjects at your grade level sufficient for the full attainment of the desired goals?	31.0	38.8	19.2	7.7	3.2	3.87 (1.04)
3. To what degree does the Omani curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	19.7	33.2	27.2	10.9	9.0	3.44 (1.18)
4. To what degree do teachers participate in developing the Omani curriculum in your subject matter area?	18.4	33.7	20.8	11.2	15.9	3.28 (1.32)
5. To what extent is there integration among courses from 1st through 3rd grade?	19.9	43.5	23.5	8.2	5.0	3.65 (1.04)
6. To what degree are field and practical activities included as part of the Omani curriculum and the methods of instruction?	16.6	33.2	30.5	11.4	8.4	3.38 (1.14)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Arabic
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
7. To what extent do you feel it adequate too start teaching:						
a. super linear signs from the second half of the first grade?	37.3	38.3	12.0	4.7	7.6	3.93 (1.17)
b. grammatical structure from the second grade?	27.7	32.4	19.2	10.4	10.4	3.57 (1.28)
8. To what extent do you feel that the Omani curriculum has succeeded in developing the following skills of classical Arabic language use and usage?						
a. Conversation.	28.3	38.8	21.1	8.0	3.8	3.80 (1.06)
b. Pronounciation.	32.5	41.7	16.0	6.4	3.3	3.94 (1.02)
c. Fluency in reading.	29.9	38.6	21.3	7.0	3.1	3.85 (1.03)
d. Analysis of sentences into words.	38.0	37.2	17.1	5.7	2.0	4.03 (0.98)
e. Identification of letters in various postions in the word.	42.9	38.0	12.5	3.5	3.1	4.14 (0.98)
f. Writing correctly.	33.4	39.9	18.6	5.4	2.8	3.96 (0.99)
g. Handwriting (penmanship).	31.8	36.3	22.0	6.0	3.9	3.86 (1.05)
h. Self expression (orally).	27.7	33.6	25.5	7.1	6.3	3.69 (1.13)
i. Self expression (writing).	24.5	28.0	26.6	12.4	8.5	3.48 (1.22)
9. To what extent do you feel that the policy adopted by the curriculum designers to separate the language skill and teach only one skill each lesson within the unit has succeeded in faciliatating the learning of Arabic language by the Omani primary school students?	23.3	35.3	26.2	8.6	6.6	3.60 (1.13)
10. To what extent does the Arabic curriculum at your grade level give emphsis to:						
a. a variety of concepts?	32.2	45.3	17.0	4.2	1.3	4.03 (0.88)
b. an integration of Omani dialect with classical arabic?	23.5	40.5	21.1	9.0	5.8	3.67 (1.11)
c. the use of classical Arabic in everyday communication transactions?	26.8	33.4	23.0	9.1	7.6	3.63 (1.19)
d. the suitability of vocabulary used in each book to the age level at each grade?	22.4	33.2	26.5	11.3	6.6	3.54 (1.15)
e. the social and communicative function of language?	32.1	38.8	19.6	6.0	3.6	3.90 (1.03)
f. facilitating the acquisition of the simple grammatical rules designed for these lower level grades?	29.5	36.0	24.2	6.5	3.9	3.81 (1.05)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. Over the history of teaching Arabic language to beginners in the Arab World, various approaches have dominated at a given time period. In your opinion which of the following approaches is more useful in facilitating the acquisition of the Arabic language skills to students in the first, second, and third grades in Oman?						
a. Synthetic approach: emphasizing sounds or phoneme as a structural unit of language.	28.9	40.3	21.0	5.7	4.1	3.84 (1.04)
b. Analytical approach: emphasizing the sentence as a structural unit of language and analysing it into words and the words into letters.	40.1	39.0	13.2	5.6	2.2	4.09 (0.97)
c. Structural approach: emphasizing the sturcture of the word in addition to letters and sentences.	38.4	38.8	14.1	5.4	3.3	4.04 (1.02)
d. Notational approach: emphasizing the pattern as a structural unit of language.	22.6	42.4	26.9	5.1	3.1	3.76 (0.96)
e. Communicative approach: emphasizing the meaning rather than the sturcture as an approach to learn language by beginners.	31.6	42.6	17.0	5.9	2.9	3.94 (0.99)
12. To what extent do you feel that the exposure of the students to a variety of literary forms (especially nursery rhymes and stories) help develop appreciation for the musical nature of language?	42.8	42.1	10.5	3.2	1.3	4.22 (0.86)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Social Studies
(Teacher)

Item IIA	Responses* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The spirial curriculum approach has been used in designing the content of the Omani Social Studies Curriculum. This means that a group of concepts are treated in all six primary grades, but with different scope (horizontal expansion) and depth (vertical expansion) at each grade level. To what extent do you feel that the curriculum has:						
a. expanded the scope of the concepts from one grade level to the higher grades by applying the concept to more cases and examples?	26.1	49.8	18.2	3.7	2.2	3.94 (0.89)
b. expanded the depth of the understanding of the concepts?	28.3	45.3	19.8	4.5	2.0	3.93 (0.92)
14. The Omani social science curriculum aims at modifying student social behaviors thoughout the six years of primary school education. To what extent has the curriculum met its goal of improving the following behaviors?						
a. Cooperation	33.6	46.5	14.0	4.1	1.9	4.05 (0.90)
b. Belonging and loyalty	47.9	39.5	8.7	3.1	0.8	4.31 (0.82)
c. Patriotism	55.1	35.0	6.9	1.9	1.0	4.41 (0.79)
d. Modeling after an ideal	40.9	42.0	12.7	2.9	1.5	4.18 (0.87)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Mathematics
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani mathematics curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*						
a. Open and closed figures	45.1	36.2	15.2	2.2	1.2	4.22 (0.87)
b. Similarity and differences in shapes	41.0	41.0	13.7	3.1	1.3	4.17 (0.87)
c. A set, an element in a set	42.0	36.5	15.5	3.9	2.1	4.12 (0.95)
d. Order (in lengh, size and number)						
(i) equal to	42.3	34.6	16.0	4.5	2.7	4.09 (1.00)
(ii) greater than	46.3	37.6	11.4	2.7	2.0	4.24 (0.90)
(iii) less than	48.8	36.9	9.2	2.9	2.2	4.27 (0.91)
e. Dependence of the value of an integer on its rank (units, items, and hundreds).	46.5	39.4	11.0	1.9	1.1	4.28 (0.82)
f. Units of measurement						
(i) length	39.4	37.0	17.1	5.7	0.8	4.08 (0.93)
(ii) volume	32.4	36.9	20.1	7.3	3.3	3.88 (1.05)
(iii) currency	35.7	36.2	20.0	5.8	2.3	3.97 (1.00)
(iv) time	35.4	33.0	20.2	7.5	3.9	3.88 (1.10)
(v) weight	35.2	30.9	21.1	9.0	3.9	3.85 (1.12)
g. Division	35.1	33.1	19.9	6.8	5.2	3.86 (1.13)
h. Fractions	32.5	31.1	20.3	9.7	6.5	3.73 (1.20)
i. Geometric Figures:						
(i) square	45.1	38.4	11.1	3.4	2.1	4.21 (0.92)
(ii) rectangle	44.2	39.6	11.4	3.0	1.8	4.22 (0.89)
(iii) triangle	47.5	35.3	12.1	3.4	1.6	4.24 (0.91)
(iv) circle	45.6	36.0	11.9	3.8	2.7	4.18 (0.97)
(v) straight line	42.0	35.2	13.4	5.0	4.4	4.06 (1.07)
(vi) arc	29.8	28.5	21.7	9.0	11.1	3.57 (1.30)
(vii) angle	27.1	26.5	21.2	11.6	13.6	3.42 (1.35)
(viii) right angle	26.0	28.1	18.4	12.5	15.0	3.38 (1.38)

* Response scale: Concept Fit: 5= perfectly; 4= highly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Responses*,**					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani mathematics curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level. (con't)*						
(ix) center of a circle, radius, diameter	24.8	24.0	19.3	12.3	19.6	3.22 (1.45)
j. Three-dimensional shapes:						
(i) cube	24.1	26.2	23.0	11.5	15.1	3.33 (1.36)
(ii) cylinder	27.2	29.7	22.0	8.6	12.5	3.50 (1.31)
(iii) sphere	22.4	24.8	24.7	11.7	16.4	3.25 (1.36)
16. If you think that some of the concepts in item 15 (mathematics content evaluation) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item. **						
a. Sets	28.3	18.3	5.0	45.2	3.1	3.23 (1.36)
b. Numbers (addition and subtraction)	29.9	14.6	5.5	46.3	3.5	3.21 (1.38)
c. Order in relation to equal to, greater than, or less than	23.5	24.3	7.0	41.6	3.6	3.23 (1.30)
d. Units and measure (length, volume, currency, time and weight)	20.9	34.1	10.8	31.2	3.0	3.39 (1.21)
e. Geometric Figures	23.5	26.2	9.1	37.9	3.3	3.29 (1.28)
f. Dependence of value of an integer and its rank in the number	25.5	19.1	8.0	42.8	4.7	3.18 (1.34)
g. Multiplication, division	22.2	28.5	10.7	34.5	3.9	3.31 (1.26)
h. Fractions	17.9	34.3	10.7	33.7	3.9	3.30 (1.20)
i. Angles	20.1	36.3	13.9	26.2	3.5	3.43 (1.18)
j. Three-dimensional figures	20.7	37.3	12.7	25.6	3.6	3.46 (1.18)

* Response scale: Concept Fit: 5= perfectly; 4= highly; 3= somewhat; 2= poorly; 1= not at all

** Response scale: 5= eliminate the concept entirely; 4= move the conept to a higher grade; 3= move the concept to a lower grade; 2= the concept is good where it is

Item IIA	Response*** 5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. Rate your student's ability to comprehend the following mathematical symbols, using***.						
a. +	75.0	16.5	2.2	1.4	4.9	4.55 (0.99)
b. −	71.1	17.8	3.9	2.1	5.1	4.48 (1.04)
c. x	52.4	22.2	10.7	5.4	9.3	4.03 (1.30)
d. ÷	49.3	23.9	11.2	6.3	9.3	3.98 (1.30)
e. =	69.1	20.4	3.4	1.8	5.4	4.46 (1.03)
f. >	48.5	25.6	11.2	5.8	8.9	3.99 (1.28)
g. <	47.7	23.5	12.6	6.1	10.1	3.93 (1.33)
h. ()	29.0	27.3	17.9	11.4	14.5	3.45 (1.39)
i. / (fractions)	30.2	27.2	15.5	12.1	15.1	3.45 (1.41)
j. | |	31.8	25.5	18.4	8.8	15.5	3.49 (1.41)
k. /\	31.0	22.9	20.3	9.6	16.3	3.43 (1.43)
l. {}	23.3	20.5	21.3	11.5	23.4	3.09 (1.48)

*** Response scale: 5= completely understood and used very well; 4= somewhat understood and easy to use; 3= I can't decide; 2= somewhat difficult to understand and use; 1= too difficult to understand and/or use

Part II Section A
Curriculum Content: All Grades 1-3, con't
Science
(Teacher)

19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *

Item IIA	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
a. First Grade						
i. Weather	27.2	25.5	25.9	8.9	12.6	3.46 (1.32)
ii. Evaporation and condensation	16.6	23.0	22.9	15.4	22.0	2.97 (1.39)
iii. Formation of clouds, rain, snow	17.5	22.9	25.6	16.0	18.0	3.06 (1.35)
iv. Motions of the earth and moon	15.5	20.6	24.1	16.3	23.5	2.88 (1.38)
v. Day and night	22.4	30.3	25.9	10.3	11.1	3.43 (1.25)
vi. Phases of the moon	15.9	22.1	23.5	17.2	21.3	2.94 (1.37)
vii. Air pollution	20.3	24.9	24.3	14.6	15.8	3.19 (1.34)
b. Second Grade						
i. Living things reporduce	41.9	35.8	13.8	5.5	3.0	4.08 (1.02)
ii. Baby teeth	22.9	33.4	23.2	11.5	9.0	3.50 (1.22)
iii. Permanent teeth	24.6	31.5	23.3	13.2	7.5	3.53 (1.21)
iv. Stomach and intestines	15.1	23.2	26.9	18.0	16.8	3.02 (1.30)
v. Lungs	14.7	24.2	25.9	17.5	17.7	3.01 (1.31)
vi. Magnetic power	13.1	19.6	24.3	19.8	23.2	2.80 (1.35)
vii. Compass	13.7	16.1	26.1	19.7	24.4	2.75 (1.35)
c. Third Grade						
i. Reproduction, life cycle	30.6	34.2	22.2	6.7	6.4	3.76 (1.15)
ii. Mammals	25.1	39.7	23.6	7.6	4.0	3.74 (1.04)
iii. Expansion of matter by heat (thermometer)	21.3	31.3	26.9	10.9	9.6	3.44 (1.21)
iv. Electric current and electromagnet	12.4	20.6	32.7	15.5	18.8	2.92 (1.27)
v. Natural resources	18.8	35.5	24.9	10.9	9.9	3.42 (1.20)
vi. Oil refinery	12.6	23.6	29.4	16.5	17.9	2.97 (1.27)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
20. The syllabus for grades 1-3 emphasizes the development of many skills in light of the content and the objectives of the curriculum. To what extent are such psychomotor skills such as connecting an electric current, measuring expansion in materials, etc., easily developed in terms of:						
a. the maturity level of students?	16.0	30.4	31.9	12.5	9.3	3.31 (1.16)
b. the availability of materials to do the activities suggested in the curriculum?	12.7	17.1	24.4	17.6	28.2	2.69 (1.37)
c. the availability of laboratories or activity rooms to do the practical activities?	13.1	15.1	18.1	14.3	39.4	2.48 (1.46)
21. Some of the concepts included in the science curriculum are also treated in the other curriculua, such as social studies and mathematics. To what extent is such repetition necessary in terms of:						
a. emphasizing the conepts?	32.2	34.8	22.2	6.5	4.3	3.84 (1.08)
b. integrating the various subject matter?	29.8	38.0	23.0	6.2	3.0	3.85 (1.01)
22. To what extent does the study of each unit in the science curricula (at a certain grade level) facilitate the learning of the subject matter in the following:						
a. the first grade?	28.2	36.1	26.3	5.9	3.5	3.80 (1.03)
b. the second grade?	25.6	39.7	25.8	6.0	2.9	3.79 (0.99)
c. the third grade?	24.4	40.3	24.4	8.2	2.9	3.75 (1.01)
23. To what extent is the content in the new science curriculum:						
a. attractive to the students?	29.8	37.5	21.7	6.5	4.6	3.81 (1.08)
b. interesting and enjoyable?	24.5	36.8	24.0	9.7	5.1	3.66 (1.10)
c. motivational to students, involving them in suggested activities?	21.2	32.7	27.0	11.9	7.2	3.49 (1.16)

* Response Scale: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3
General Education
(Supervisor)

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?							
	All Subjects (1-3)	27.9	53.5	18.6	0.0	0.0	4.09 (0.68)
	Arabic (4-6)	0.0	76.2	23.8	0.0	0.0	3.76 (0.44)
	Mathematics (4-6)	20.0	65.0	15.0	0.0	0.0	4.05 (0.61)
	Science (4-6)	10.0	80.0	10.0	0.0	0.0	4.00 (0.46)
	Social Studies (4-6)	18.8	62.5	18.8	0.0	0.0	4.00 (0.63)
2. To what extent is the amount of class time scheduled for subjects at your grade level sufficient for the full attainment of the desired goals?							
	All Subjects (1-3)	41.9	48.8	9.3	0.0	0.0	4.33 (0.64)
	Arabic (4-6)	28.6	47.6	19.0	4.8	0.0	4.00 (0.84)
	Mathematics (4-6)	45.0	45.0	10.0	0.0	0.0	4.35 (0.67)
	Science (4-6)	30.0	65.0	5.0	0.0	0.0	4.25 (0.55)
	Social Studies (4-6)	43.8	50.0	6.3	0.0	0.0	4.38 (0.62)
3. To what degree does the Omani Curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?							
	All Subjects (1-3)	20.5	54.5	20.5	2.3	2.3	3.89 (0.84)
	Arabic (4-6)	28.6	42.9	28.6	0.0	0.0	4.00 (0.78)
	Mathematics (4-6)	20.0	50.0	30.0	0.0	0.0	3.90 (0.72)
	Science (4-6)	15.0	55.0	30.0	0.0	0.0	3.85 (0.67)
	Social Studies (4-6)	12.5	62.5	25.0	0.0	0.0	3.88 (0.62)
4. To what degree do supervisors participate in developing the Omani Curriculum in your subject matter area?							
	All Subjects (1-3)	4.5	11.4	45.5	27.3	11.4	2.71 (0.98)
	Arabic (4-6)	0.0	23.8	38.1	23.8	14.3	2.71 (1.01)
	Mathematics (4-6)	0.0	26.3	36.8	31.6	5.3	2.84 (0.90)
	Science (4-6)	0.0	30.0	30.0	30.0	10.0	2.80 (1.01)
	Social Studies (4-6)	5.9	11.8	52.9	17.6	11.8	2.82 (1.02)
5. To what extent is there integration among courses from 1st through 3rd grade?							
	All Subjects (1-3)	18.2	56.8	20.5	2.3	2.3	3.86 (0.82)
	Arabic (4-6)	23.8	42.9	33.3	0.0	0.0	3.91 (0.77)
	Mathematics (4-6)	20.0	60.0	20.0	0.0	0.0	4.00 (0.65)
	Science (4-6)	20.0	60.0	15.0	0.0	5.0	3.90 (0.91)
	Social Studies (4-6)	29.4	29.4	29.4	5.9	5.9	3.71 (1.16)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Responses					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
6. To what degree are field and practical activities included as part of the Omani Curriculum and the methods of instruction?							
	All Subjects (1-3)	13.6	45.5	31.8	6.8	2.3	3.61 (0.90)
	Arabic (4-6)	10.0	40.0	35.0	15.0	0.0	3.45 (0.89)
	Mathematics (4-6)	25.0	50.0	15.0	5.0	5.0	3.85 (1.04)
	Science (4-6)	0.0	55.0	25.0	15.0	5.0	3.30 (0.92)
	Social Studies (4-6)	11.8	35.3	41.2	11.8	0.0	3.47 (0.87)

Part II Section A
Curriculum Content: All Grades 1-3, con't
Arabic
(Supervisor)

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
7. To what extent do you feel it adequate too start teaching:							
a. super linear signs from the second half of the first grade?							
	All Subjects (1-3)	54.8	35.7	2.4	0.0	7.1	4.31 (1.07)
	Arabic (4-6)	36.4	54.5	9.1	0.0	0.0	4.27 (0.63)
	Mathematics (4-6)	52.9	41.2	5.9	0.0	0.0	4.47 (0.62)
	Science (4-6)	64.3	28.6	7.1	0.0	0.0	4.57 (0.65)
	Social Studies (4-6)	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
b. grammatical structure from the second grade?							
	All Subjects (1-3)	30.2	25.6	30.2	7.0	7.0	3.65 (1.19)
	Arabic (4-6)	25.0	37.5	20.8	12.5	4.2	3.67 (1.13)
	Mathematics (4-6)	0.0	35.3	41.2	5.9	17.6	2.94 (1.09)
	Science (4-6)	14.3	35.7	28.6	21.4	0.0	3.43 (1.02)
	Social Studies (4-6)	30.8	7.7	30.8	23.1	7.7	3.31 (1.38)
8. To what extent do you feel that the Omani Curriculum has succeeded in developing the following skills of classical Arabic language use and usage?							
a. Conversation.							
	All Subjects (1-3)	35.0	47.5	12.5	5.0	0.0	4.13 (0.82)
	Arabic (4-6)	16.0	44.0	36.0	4.0	0.0	3.72 (0.79)
	Mathematics (4-6)	17.6	70.6	5.9	5.9	0.0	4.00 (0.71)
	Science (4-6)	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
	Social Studies (4-6)	15.4	69.2	15.4	0.0	0.0	4.00 (0.58)
b. Pronounciation.							
	All Subjects (1-3)	30.2	46.5	20.9	2.3	0.0	4.05 (0.79)
	Arabic (4-6)	20.0	36.0	36.0	8.0	0.0	3.68 (0.90)
	Mathematics (4-6)	5.9	58.8	29.4	5.9	0.0	3.65 (0.70)
	Science (4-6)	33.3	26.7	40.0	0.0	0.0	3.93 (0.88)
	Social Studies (4-6)	7.7	46.2	30.8	7.7	7.7	3.39 (1.04)
c. Fluency in reading.							
	All Subjects (1-3)	17.1	58.5	22.0	2.4	0.0	3.90 (0.70)
	Arabic (4-6)	16.0	40.0	32.0	12.0	0.0	3.60 (0.91)
	Mathematics (4-6)	5.9	41.2	47.1	5.9	0.0	3.47 (0.72)
	Science (4-6)	20.0	53.3	20.0	6.7	0.0	3.87 (0.83)
	Social Studies (4-6)	23.1	38.5	15.4	23.1	0.0	3.62 (1.12)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
B. To what extent do you feel that the Omani Curriculum has succeeded in developing the following skills of classical Arabic language use and usage? (con't)							
d. Analysis of sentences into words.							
	All Subjects (1-3)	42.5	45.0	10.0	2.5	0.0	4.28 (0.75)
	Arabic (4-6)	24.0	56.0	20.0	0.0	0.0	4.04 (0.68)
	Mathematics (4-6)	17.6	64.7	11.8	5.9	0.0	3.94 (0.75)
	Science (4-6)	64.3	21.4	14.3	0.0	0.0	4.50 (0.76)
	Social Studies (4-6)	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
e. Identification of letters in various postions in the word.							
	All Subjects (1-3)	42.1	47.4	5.3	2.6	2.6	4.24 (0.88)
	Arabic (4-6)	28.0	48.0	24.0	0.0	0.0	4.04 (0.74)
	Mathematics (4-6)	17.6	58.8	17.6	5.9	0.0	3.88 (0.78)
	Science (4-6)	40.0	33.3	26.7	0.0	0.0	4.13 (0.83)
	Social Studies (4-6)	30.8	46.2	23.1	0.0	0.0	4.08 (0.76)
f. Writing correctly.							
	All Subjects (1-3)	23.8	57.1	16.7	2.4	0.0	4.02 (0.72)
	Arabic (4-6)	12.0	40.0	32.0	16.0	0.0	3.48 (0.92)
	Mathematics (4-6)	23.5	35.3	41.2	0.0	0.0	3.82 (0.81)
	Science (4-6)	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
	Social Studies (4-6)	23.1	23.1	46.2	7.7	0.0	3.62 (0.96)
g. Handwriting (penmanship).							
	All Subjects (1-3)	10.3	46.2	35.9	5.1	2.6	3.56 (0.85)
	Arabic (4-6)	16.0	12.0	52.0	20.0	0.0	3.24 (0.97)
	Mathematics (4-6)	11.8	29.4	47.1	11.8	0.0	3.41 (0.87)
	Science (4-6)	13.3	33.3	40.0	6.7	6.7	3.40 (1.06)
	Social Studies (4-6)	15.4	23.1	23.1	30.8	7.7	3.08 (1.26)
h. Self expression (orally)							
	All Subjects (1-3)	19.5	46.3	26.8	2.4	4.9	3.73 (0.98)
	Arabic (4-6)	24.0	24.0	36.0	12.0	4.0	3.52 (1.12)
	Mathematics (4-6)	11.8	47.1	29.4	11.8	0.0	3.59 (0.87)
	Science (4-6)	14.3	21.4	50.0	14.3	0.0	3.36 (0.93)
	Social Studies (4-6)	23.1	38.5	30.8	0.0	7.7	3.69 (1.11)
i. Self expression (writing)							
	All Subjects (1-3)	14.6	31.7	39.0	7.3	7.3	3.39 (1.07)
	Arabic (4-6)	16.7	29.2	41.7	12.5	0.0	3.50 (0.93)
	Mathematics (4-6)	11.8	17.6	58.8	11.8	0.0	3.29 (0.85)
	Science (4-6)	13.3	46.7	26.7	13.3	0.0	3.60 (0.91)
	Social Studies (4-6)	15.4	23.1	46.2	15.4	0.0	3.39 (0.96)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
9. To what extent do you feel that the policy adopted by the curriculum designers to separate the language skills and teach only one skill each lesson within the unit has succeeded in facilitating the learning of Arabic language by the Omani primary school students?							
	All Subjects (1-3)	11.9	54.8	23.8	2.4	7.1	3.62 (0.99)
	Arabic (4-6)	12.5	37.5	33.3	12.5	4.2	3.42 (1.02)
	Mathematics (4-6)	11.8	64.7	17.6	5.9	0.0	3.82 (0.73)
	Science (4-6)	13.3	66.7	13.3	6.7	0.0	3.87 (0.74)
	Social Studies (4-6)	7.7	23.1	46.2	23.1	0.0	3.15 (0.90)
10. To what extent does the Arabic curriculum at your grade level give emphsis to:							
a. a variety of concepts?							
	All Subjects (1-3)	29.3	53.7	17.1	0.0	0.0	4.12 (0.68)
	Arabic (4-6)	36.0	56.0	8.0	0.0	0.0	4.28 (0.61)
	Mathematics (4-6)	29.4	47.1	17.6	5.9	0.0	4.00 (0.87)
	Science (4-6)	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
	Social Studies (4-6)	23.1	61.5	15.4	0.0	0.0	4.08 (0.64)
b. an integration of Omani dialect with classical arabic?							
	All Subjects (1-3)	16.7	38.1	33.3	9.5	2.4	3.57 (0.97)
	Arabic (4-6)	8.7	47.8	39.1	4.3	0.0	3.61 (0.72)
	Mathematics (4-6)	0.0	47.1	41.2	5.9	5.9	3.29 (0.85)
	Science (4-6)	0.0	60.0	40.0	0.0	0.0	3.60 (0.51)
	Social Studies (4-6)	8.3	25.0	50.0	8.3	8.3	3.17 (1.03)
c. the use of classical Arabic in everyday communication transactions?							
	All Subjects (1-3)	20.9	25.6	37.2	14.0	2.3	3.49 (1.06)
	Arabic (4-6)	16.0	8.0	60.0	12.0	4.0	3.20 (1.00)
	Mathematics (4-6)	17.6	35.3	41.2	5.9	0.0	3.65 (0.86)
	Science (4-6)	20.0	20.0	40.0	13.3	6.7	3.33 (1.18)
	Social Studies (4-6)	15.4	30.8	38.5	15.4	0.0	3.46 (0.97)
d. the suitability of vocabulary used in each book to the age level at each grade?							
	All Subjects (1-3)	9.8	48.8	36.6	4.9	0.0	3.63 (0.73)
	Arabic (4-6)	20.0	40.0	36.0	4.0	0.0	3.76 (0.83)
	Mathematics (4-6)	29.4	29.4	35.3	0.0	5.9	3.77 (1.09)
	Science (4-6)	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
	Social Studies (4-6)	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the Arabic curriculum at your grade level give emphsis to (con't):							
e. the social and communicative function of language?							
	All Subjects (1-3)	23.1	56.4	20.5	0.0	0.0	4.03 (0.67)
	Arabic (4-6)	17.4	39.1	30.4	13.0	0.0	3.61 (0.94)
	Mathematics (4-6)	17.6	64.7	11.8	5.9	0.0	3.94 (0.75)
	Science (4-6)	20.0	66.7	6.7	6.7	0.0	4.00 (0.76)
	Social Studies (4-6)	7.7	84.6	7.7	0.0	0.0	4.00 (0.41)
f. facilitating the acquisition of the simple grammatical rules designed for these lower level grades?							
	All Subjects (1-3)	22.0	51.2	19.5	7.3	0.0	3.88 (0.84)
	Arabic (4-6)	12.0	36.0	36.0	8.0	8.0	3.36 (1.08)
	Mathematics (4-6)	17.6	52.9	23.5	5.9	0.0	3.82 (0.81)
	Science (4-6)	6.7	66.7	20.0	0.0	6.7	3.67 (0.90)
	Social Studies (4-6)	15.4	53.8	23.1	0.0	7.7	3.69 (1.03)
11. Over the history of teaching Arabic language to beginners in the Arab World, various approaches have dominated at a given time period. In your opinion which of the following approaches is more useful in facilitating the acquisition of the Arabic language skills to students in the first, second, and third grades in Oman?							
a. Synthetic approach: emphasizing sounds or phoneme as a structural unit of language.							
	All Subjects (1-3)	25.7	57.1	14.3	2.9	0.0	4.06 (0.73)
	Arabic (4-6)	32.0	36.0	32.0	0.0	0.0	4.00 (0.82)
	Mathematics (4-6)	41.2	35.3	23.5	0.0	0.0	4.18 (0.81)
	Science (4-6)	26.7	46.7	13.3	6.7	6.7	3.80 (1.15)
	Social Studies (4-6)	38.5	46.2	0.0	15.4	0.0	4.08 (1.04)
b. Analytical approach: emphasizing the sentence as a structural unit of language and analyzing it into words and the words into letters.							
	All Subjects (1-3)	44.4	47.2	8.3	0.0	0.0	4.36 (0.64)
	Arabic (4-6)	24.0	64.0	8.0	4.0	0.0	4.08 (0.70)
	Mathematics (4-6)	70.6	23.5	0.0	5.9	0.0	4.59 (0.80)
	Science (4-6)	60.0	20.0	20.0	0.0	0.0	4.40 (0.83)
	Social Studies (4-6)	46.2	38.5	7.7	7.7	0.0	4.23 (0.93)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. Over the history of teaching Arabic language to beginners in the Arab World, various approaches have dominated at a given time period. In your opinion which of the following approaches is more useful in facilitating the acquisition of the Arabic language skills to students in the first, second, and third grades in Oman? (con't)							
c. Structural approach: emphasizing the sturcture of the word in addition to letters and sentences.							
	All Subjects (1-3)	48.8	36.6	12.2	2.4	0.0	4.32 (0.79)
	Arabic (4-6)	20.0	56.0	20.0	4.0	0.0	3.92 (0.76)
	Mathematics (4-6)	29.4	47.1	23.5	0.0	0.0	4.06 (0.75)
	Science (4-6)	46.7	26.7	20.0	6.7	0.0	4.13 (0.99)
	Social Studies (4-6)	46.2	38.5	15.4	0.0	0.0	4.31 (0.75)
d. Notational approach: emphasizing the pattern as a structural unit of language.							
	All Subjects (1-3)	25.6	59.0	7.7	2.6	5.1	3.97 (0.96)
	Arabic (4-6)	32.0	40.0	24.0	4.0	0.0	4.00 (0.87)
	Mathematics (4-6)	23.5	47.1	17.6	11.8	0.0	3.82 (0.95)
	Science (4-6)	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
	Social Studies (4-6)	30.8	46.2	15.4	7.7	0.0	4.00 (0.91)
e. Communicative approach: emphasizing the meaning rather than the structure as an approach to learn language by beginners.							
	All Subjects (1-3)	32.4	51.4	10.8	2.7	2.7	4.08 (0.89)
	Arabic (4-6)	28.0	44.0	24.0	0.0	4.0	3.92 (0.95)
	Mathematics (4-6)	35.3	41.2	17.6	5.9	0.0	4.06 (0.90)
	Science (4-6)	46.7	26.7	20.0	6.7	0.0	4.13 (0.99)
	Social Studies (4-6)	41.7	33.3	16.7	8.3	0.0	4.08 (1.00)
12. To what extent do you feel that the exposure of the students to a variety of literary forms (especially nursery rhymes and stories) help develop appreciation for the musical nature of language?							
	All Subjects (1-3)	54.5	31.8	11.4	2.3	0.0	4.39 (0.78)
	Arabic (4-6)	40.0	44.0	16.0	0.0	0.0	4.24 (0.72)
	Mathematics (4-6)	52.9	47.1	0.0	0.0	0.0	4.53 (0.51)
	Science (4-6)	53.3	20.0	26.7	0.0	0.0	4.27 (0.88)
	Social Studies (4-6)	61.5	30.8	7.7	0.0	0.0	4.54 (0.66)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Social Studies
(Supervisor)

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The spirial curriculum approach has been used in designing the content of the Omani Social Studies Curriculum. This means that a group of concepts are treated in all six primary grades, but with different scope (horizontal expansion) and depth (vertical expansion) at each grade level. To what extent do you feel that the curriculum has:							
a. expanded the scope of the concepts from one grade level to the higher grades by applying the concept to more cases and examples?							
	Subjects (1-3)	32.5	57.5	10.0	0.0	0.0	4.23 (0.62)
	Arabic (4-6)	21.1	63.2	15.8	0.0	0.0	4.05 (0.62)
	Mathematics (4-6)	35.3	47.1	17.6	0.0	0.0	4.18 (0.73)
	Science (4-6)	40.0	46.7	6.7	6.7	0.0	4.20 (0.86)
	Social Studies (4-6)	31.6	57.9	5.3	5.3	0.0	4.16 (0.77)
b. expanded the depth of the understanding of the concepts?							
	All Subjects (1-3)	34.1	48.8	17.1	0.0	0.0	4.17 (0.70)
	Arabic (4-6)	21.1	57.9	21.1	0.0	0.0	4.00 (0.67)
	Mathematics (4-6)	29.4	58.8	11.8	0.0	0.0	4.18 (0.64)
	Science (4-6)	46.7	20.0	33.3	0.0	0.0	4.13 (0.92)
	Social Studies (4-6)	42.1	31.6	21.1	5.3	0.0	4.11 (0.94)
14. The Omani social science curriculum aims at modifying student social behaviors thoughout the six years of primary school education. To what extent has the curriculum met its goal of improving the following behaviors?							
a. Cooperation							
	All Subjects (1-3)	41.2	55.9	2.9	0.0	0.0	4.38 (0.55)
	Arabic (4-6)	26.3	57.9	15.8	0.0	0.0	4.11 (0.66)
	Mathematics (4-6)	29.4	52.9	17.6	0.0	0.0	4.12 (0.70)
	Science (4-6)	46.7	33.3	20.0	0.0	0.0	4.27 (0.80)
	Social Studies (4-6)	21.1	47.4	26.3	5.3	0.0	3.84 (0.83)
b. Belonging and loyalty							
	All Subjects (1-3)	64.1	35.9	0.0	0.0	0.0	4.64 (0.49)
	Arabic (4-6)	57.9	42.1	0.0	0.0	0.0	4.58 (0.51)
	Mathematics (4-6)	41.2	52.9	5.9	0.0	0.0	4.35 (0.61)
	Science (4-6)	80.0	20.0	0.0	0.0	0.0	4.80 (0.41)
	Social Studies (4-6)	36.8	57.9	5.3	0.0	0.0	4.32 (0.58)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. The Omani social science curriculum aims at modifying student social behaviors thoughout the six years of primary school education. To what extent has the curriculum met its goal of improving the following behaviors? (con't)							
c. Patriotism							
	All Subjects (1-3)	71.4	25.7	2.9	0.0	0.0	4.69 (0.53)
	Arabic (4-6)	63.2	31.6	5.3	0.0	0.0	4.58 (0.61)
	Mathematics (4-6)	58.8	35.3	5.9	0.0	0.0	4.53 (0.62)
	Science (4-6)	80.0	20.0	0.0	0.0	0.0	4.80 (0.41)
	Social Studies (4-6)	57.9	36.8	5.3	0.0	0.0	4.53 (0.61)
d. Modeling after an ideal							
	All Subjects (1-3)	33.3	64.1	2.6	0.0	0.0	4.31 (0.52)
	Arabic (4-6)	38.9	38.9	22.2	0.0	0.0	4.17 (0.79)
	Mathematics (4-6)	29.4	52.9	17.6	0.0	0.0	4.12 (0.70)
	Science (4-6)	53.3	46.7	0.0	0.0	0.0	4.53 (0.52)
	Social Studies (4-6)	36.8	31.6	31.6	0.0	0.0	4.05 (0.85)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Mathematics
(Supervisor)

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
a. Open and closed figures							
	All Subjects (1-3)	62.2	37.8	0.0	0.0	0.0	4.62 (0.49)
	Arabic (4-6)	47.1	35.3	17.6	0.0	0.0	4.29 (0.77)
	Mathematics (4-6)	56.5	30.4	4.3	8.7	0.0	4.35 (0.94)
	Science (4-6)	52.9	35.3	11.8	0.0	0.0	4.41 (0.71)
	Social Studies (4-6)	41.7	41.7	8.3	8.3	0.0	4.17 (0.94)
b. Similarity and differences in shapes							
	All Subjects (1-3)	55.3	42.1	2.6	0.0	0.0	4.53 (0.56)
	Arabic (4-6)	37.5	43.8	18.8	0.0	0.0	4.19 (0.75)
	Mathematics (4-6)	39.1	43.5	13.0	4.3	0.0	4.17 (0.83)
	Science (4-6)	52.9	29.4	17.6	0.0	0.0	4.35 (0.79)
	Social Studies (4-6)	41.7	50.0	8.3	0.0	0.0	4.33 (0.65)
c. A set, an element in a set							
	All Subjects (1-3)	50.0	47.1	2.9	0.0	0.0	4.47 (0.56)
	Arabic (4-6)	50.0	37.5	12.5	0.0	0.0	4.38 (0.72)
	Mathematics (4-6)	50.0	36.4	13.6	0.0	0.0	4.36 (0.73)
	Science (4-6)	47.1	35.3	17.6	0.0	0.0	4.29 (0.77)
	Social Studies (4-6)	50.0	33.3	16.7	0.0	0.0	4.33 (0.78)
d. Order (in length, size and number)							
(i) equal to							
	All Subjects (1-3)	55.9	41.2	2.9	0.0	0.0	4.53 (0.56)
	Arabic (4-6)	50.0	43.8	6.3	0.0	0.0	4.44 (0.63)
	Mathematics (4-6)	47.8	34.8	13.0	4.3	0.0	4.26 (0.86)
	Science (4-6)	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)
	Social Studies (4-6)	33.3	50.0	16.7	0.0	0.0	4.17 (0.72)
(ii) greater than							
	All Subjects (1-3)	70.3	21.6	5.4	2.7	0.0	4.60 (0.73)
	Arabic (4-6)	41.2	35.3	17.6	5.9	0.0	4.12 (0.93)
	Mathematics (4-6)	52.2	34.8	13.0	0.0	0.0	4.39 (0.72)
	Science (4-6)	50.0	31.3	18.8	0.0	0.0	4.31 (0.79)
	Social Studies (4-6)	33.3	50.0	16.7	0.0	0.0	4.17 (0.72)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
d. Order (in length, size and number) (con't)							
(iii) less than							
	All Subjects (1-3)	65.9	26.8	4.9	2.4	0.0	4.56 (0.71)
	Arabic (4-6)	41.2	35.3	17.6	5.9	0.0	4.12 (0.93)
	Mathematics (4-6)	56.5	30.4	13.0	0.0	0.0	4.44 (0.73)
	Science (4-6)	56.3	25.0	18.8	0.0	0.0	4.38 (0.81)
	Social Studies (4-6)	33.3	41.7	25.0	0.0	0.0	4.08 (0.79)
e. Dependence of the value of an integer on its rank (units, items, and hundreds).							
	All Subjects (1-3)	60.0	37.5	2.5	0.0	0.0	4.58 (0.55)
	Arabic (4-6)	29.4	64.7	5.9	0.0	0.0	4.24 (0.56)
	Mathematics (4-6)	52.2	34.8	8.7	4.3	0.0	4.35 (0.83)
	Science (4-6)	68.8	25.0	6.3	0.0	0.0	4.63 (0.62)
	Social Studies (4-6)	63.6	36.4	0.0	0.0	0.0	4.64 (0.51)
f. Units of measurement							
(i) length							
	All Subjects (1-3)	42.9	48.6	8.6	0.0	0.0	4.34 (0.64)
	Arabic (4-6)	12.5	75.0	6.3	6.3	0.0	3.94 (0.68)
	Mathematics (4-6)	60.9	30.4	4.3	4.3	0.0	4.48 (0.79)
	Science (4-6)	62.5	31.3	0.0	6.3	0.0	4.50 (0.82)
	Social Studies (4-6)	50.0	50.0	0.0	0.0	0.0	4.50 (0.52)
(ii) volume							
	All Subjects (1-3)	40.0	40.0	11.4	2.9	5.7	4.06 (1.08)
	Arabic (4-6)	33.3	33.3	26.7	6.7	0.0	3.93 (0.96)
	Mathematics (4-6)	43.5	34.8	21.7	0.0	0.0	4.22 (0.80)
	Science (4-6)	43.8	37.5	0.0	0.0	18.8	3.88 (1.50)
	Social Studies (4-6)	50.0	41.7	8.3	0.0	0.0	4.42 (0.67)
(iii) currency							
	All Subjects (1-3)	51.6	32.3	12.9	3.2	0.0	4.32 (0.83)
	Arabic (4-6)	40.0	46.7	13.3	0.0	0.0	4.28 (0.70)
	Mathematics (4-6)	56.5	30.4	13.0	0.0	0.0	4.44 (0.73)
	Science (4-6)	43.8	37.5	12.5	0.0	6.3	4.13 (1.09)
	Social Studies (4-6)	50.0	33.3	8.3	8.3	0.0	4.25 (0.97)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
f. Units of measurement (con't)							
(iv) time							
	All Subjects (1-3)	47.4	39.5	13.2	0.0	0.0	4.34 (0.71)
	Arabic (4-6)	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
	Mathematics (4-6)	38.1	42.9	14.3	4.8	0.0	4.14 (0.85)
	Science (4-6)	50.0	50.0	0.0	0.0	0.0	4.50 (0.52)
	Social Studies (4-6)	66.7	16.7	16.7	0.0	0.0	4.50 (0.80)
(v) weight							
	All Subjects (1-3)	45.9	29.7	24.3	0.0	0.0	4.22 (0.82)
	Arabic (4-6)	23.5	58.8	17.6	0.0	0.0	4.06 (0.66)
	Mathematics (4-6)	40.9	40.9	18.2	0.0	0.0	4.23 (0.75)
	Science (4-6)	53.3	33.3	13.3	0.0	0.0	4.40 (0.74)
	Social Studies (4-6)	66.7	16.7	8.3	8.3	0.0	4.42 (1.00)
g. Division							
	All Subjects (1-3)	41.2	38.2	17.6	2.9	0.0	4.18 (0.83)
	Arabic (4-6)	37.5	50.0	12.5	0.0	0.0	4.25 (0.68)
	Mathematics (4-6)	47.8	17.4	26.1	4.3	4.3	4.00 (1.17)
	Science (4-6)	50.0	28.6	21.4	0.0	0.0	4.29 (0.83)
	Social Studies (4-6)	41.7	41.7	16.7	0.0	0.0	4.25 (0.75)
h. Fractions							
	All Subjects (1-3)	31.4	40.0	20.0	5.7	2.9	3.91 (1.01)
	Arabic (4-6)	33.3	40.0	26.7	0.0	0.0	4.07 (0.80)
	Mathematics (4-6)	34.8	34.8	21.7	8.7	0.0	3.96 (0.98)
	Science (4-6)	37.5	37.5	6.3	12.5	6.3	3.88 (1.26)
	Social Studies (4-6)	36.4	45.5	18.2	0.0	0.0	4.18 (0.75)
i. Geometric Figures:							
(i) square							
	All Subjects (1-3)	47.4	39.5	10.5	2.6	0.0	4.32 (0.78)
	Arabic (4-6)	41.2	47.1	11.8	0.0	0.0	4.29 (0.69)
	Mathematics (4-6)	52.2	34.8	4.3	0.0	8.7	4.22 (1.17)
	Science (4-6)	37.5	56.3	6.3	0.0	0.0	4.31 (0.60)
	Social Studies (4-6)	50.0	41.7	8.3	0.0	0.0	4.42 (0.67)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
i. Geometric Figures (con't):							
(ii) rectangle							
	All Subjects (1-3)	54.5	33.3	12.1	0.0	0.0	4.42 (0.71)
	Arabic (4-6)	35.3	41.2	23.5	0.0	0.0	4.12 (0.78)
	Mathematics (4-6)	47.8	34.8	8.7	4.3	4.3	4.17 (1.07)
	Science (4-6)	50.0	43.8	6.3	0.0	0.0	4.44 (0.63)
	Social Studies (4-6)	50.0	41.7	8.3	0.0	0.0	4.42 (0.67)
(iii) triangle							
	All Subjects (1-3)	48.7	41.0	10.3	0.0	0.0	4.39 (0.67)
	Arabic (4-6)	41.2	41.2	11.8	5.9	0.0	4.18 (0.88)
	Mathematics (4-6)	47.8	34.8	13.0	0.0	4.3	4.22 (1.00)
	Science (4-6)	50.0	43.8	6.3	0.0	0.0	4.44 (0.63)
	Social Studies (4-6)	50.0	25.0	16.7	8.3	0.0	4.17 (1.03)
(iv) circle							
	All Subjects (1-3)	38.5	42.3	15.4	0.0	3.8	4.12 (0.95)
	Arabic (4-6)	50.0	20.0	30.0	0.0	0.0	4.20 (0.92)
	Mathematics (4-6)	36.8	36.8	15.8	5.3	5.3	3.95 (1.13)
	Science (4-6)	37.5	43.8	12.5	6.3	0.0	4.13 (0.89)
	Social Studies (4-6)	44.4	44.4	0.0	0.0	11.1	4.11 (1.27)
(v) straight line							
	All Subjects (1-3)	51.9	37.0	11.1	0.0	0.0	4.41 (0.69)
	Arabic (4-6)	50.0	12.5	37.5	0.0	0.0	4.13 (0.99)
	Mathematics (4-6)	55.0	35.0	5.0	0.0	5.0	4.35 (0.99)
	Science (4-6)	40.0	46.7	13.3	0.0	0.0	4.27 (0.70)
	Social Studies (4-6)	55.6	33.3	11.1	0.0	0.0	4.44 (0.73)
(vi) arc							
	All Subjects (1-3)	32.4	29.7	18.9	8.1	10.8	3.65 (1.32)
	Arabic (4-6)	25.0	43.8	18.8	6.3	6.3	3.75 (1.13)
	Mathematics (4-6)	21.7	26.1	17.4	13.0	21.7	3.13 (1.49)
	Science (4-6)	50.0	35.0	12.5	6.3	6.3	4.06 (1.24)
	Social Studies (4-6)	60.0	10.0	10.0	20.0	0.0	4.10 (1.29)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
i. Geometric Figures (con't):							
(vii) angle							
	All Subjects (1-3)	30.8	38.5	12.8	5.1	12.8	3.69 (1.32)
	Arabic (4-6)	33.3	46.7	13.3	0.0	6.7	4.00 (1.07)
	Mathematics (4-6)	34.8	26.1	13.0	13.0	13.0	3.57 (1.44)
	Science (4-6)	37.5	37.5	6.3	12.5	6.3	3.88 (1.26)
	Social Studies (4-6)	25.0	25.0	25.0	16.7	8.3	3.42 (1.31)
(viii) right angle							
	All Subjects (1-3)	31.4	31.4	11.4	8.6	17.1	3.51 (1.46)
	Arabic (4-6)	29.4	47.1	11.8	0.0	11.8	3.82 (1.24)
	Mathematics (4-6)	34.8	26.1	4.3	17.4	17.4	3.44 (1.56)
	Science (4-6)	43.8	31.3	6.3	12.5	6.3	3.94 (1.29)
	Social Studies (4-6)	25.0	33.3	25.0	8.3	8.3	3.58 (1.24)
(ix) center of a circle, radius, diameter							
	All Subjects (1-3)	34.2	28.9	15.8	7.9	13.2	3.63 (1.38)
	Arabic (4-6)	25.0	37.5	25.0	0.0	12.5	3.63 (1.26)
	Mathematics (4-6)	22.7	27.3	13.6	4.5	31.8	3.05 (1.62)
	Science (4-6)	25.0	50.0	6.3	6.3	12.5	3.69 (1.30)
	Social Studies (4-6)	33.3	33.3	16.7	8.3	8.3	3.75 (1.29)
j. Three-dimensional shapes:							
(i) cube							
	All Subjects (1-3)	29.3	22.0	17.1	17.1	14.6	3.34 (1.44)
	Arabic (4-6)	17.6	47.1	17.6	5.9	11.8	3.53 (1.23)
	Mathematics (4-6)	34.8	21.7	21.7	4.3	17.4	3.52 (1.47)
	Science (4-6)	31.3	18.8	31.3	6.3	12.5	3.50 (1.37)
	Social Studies (4-6)	41.7	25.0	25.0	0.0	8.3	3.92 (1.24)
(ii) cylinder							
	All Subjects (1-3)	38.5	25.6	12.8	10.3	12.8	3.67 (1.42)
	Arabic (4-6)	37.5	18.8	37.5	0.0	6.3	3.81 (1.17)
	Mathematics (4-6)	21.7	34.8	8.7	17.4	17.4	3.26 (1.45)
	Science (4-6)	37.5	31.3	12.5	12.5	6.3	3.81 (1.28)
	Social Studies (4-6)	50.0	25.0	25.0	0.0	0.0	4.25 (0.87)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

Item IIA	Subject Taught	Response*,**					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and absraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*							
j. Three-dimensional shapes (con't):							
(iii) sphere							
	All Subjects (1-3)	34.1	24.4	17.1	9.8	14.6	3.54 (1.43)
	Arabic (4-6)	25.0	31.3	25.0	6.3	12.5	3.50 (1.32)
	Mathematics (4-6)	26.1	21.7	17.4	21.7	13.0	3.26 (1.42)
	Science (4-6)	31.3	18.8	31.3	6.3	12.5	3.50 (1.37)
	Social Studies (4-6)	41.7	8.3	33.3	8.3	8.3	3.67 (1.37)
16. If you think that some of the concepts in item 15 (math content evaluation) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item. **							
a. Sets							
	All Subjects (1-3)	38.2	2.9	2.9	55.9	0.0	3.24 (1.46)
	Arabic (4-6)	27.3	18.2	0.0	54.5	0.0	3.18 (1.40)
	Mathematics (4-6)	38.9	5.6	0.0	55.6	0.0	3.28 (1.49)
	Science (4-6)	42.9	7.1	0.0	50.0	0.0	3.43 (1.51)
	Social Studies (4-6)	16.7	8.3	0.0	66.7	8.3	2.58 (1.31)
b. Numbers (addition and subtraction)							
	All Subjects (1-3)	36.4	3.0	3.0	57.6	0.0	3.18 (1.45)
	Arabic (4-6)	27.3	18.2	0.0	54.5	0.0	3.22 (1.44)
	Mathematics (4-6)	33.3	11.1	0.0	55.6	0.0	3.25 (1.47)
	Science (4-6)	38.5	0.0	0.0	61.5	0.0	3.15 (1.52)
	Social Studies (4-6)	0.0	10.0	0.0	80.0	10.0	2.10 (0.74)
c. Order in relation to equal to, greater than, or less than							
	All Subjects (1-3)	40.0	2.9	2.9	59.3	0.0	3.29 (1.47)
	Arabic (4-6)	23.1	15.4	7.7	53.8	0.0	3.08 (1.32)
	Mathematics (4-6)	27.8	22.2	5.6	44.4	0.0	3.33 (1.33)
	Science (4-6)	30.8	23.1	7.7	38.5	0.0	3.46 (1.33)
	Social Studies (4-6)	8.3	16.7	16.7	50.0	8.3	2.67 (1.16)

* Response scale: Concept Fits: 5=perfectly; 4=highly; 3=somewhat; 2=poorly; 1=not at all

** Response scale: 5=eliminate the concept entirely; 4=move the concept to a higher grade; 3=move the concept to a lower grade; 2=the concept is good where it is

Item IIA	Subject Taught	Response** 5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. If you think that some of the concepts in item #5 (math content evaluation) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item. (con't) **							
d. Units and measure (length, volume, currency, time and weight)							
	All Subjects (1-3)	28.6	20.0	2.9	48.6	0.0	3.29 (1.34)
	Arabic (4-6)	15.4	23.1	7.7	53.8	0.0	3.00 (1.23)
	Mathematics (4-6)	26.3	47.4	0.0	26.3	0.0	3.74 (1.15)
	Science (4-6)	21.4	21.4	7.1	50.0	0.0	3.14 (1.29)
	Social Studies (4-6)	16.7	16.7	16.7	41.7	8.3	2.92 (1.31)
e. Geometric Figures							
	All Subjects (1-3)	40.0	17.1	5.7	37.1	0.0	3.60 (1.36)
	Arabic (4-6)	0.0	45.5	0.0	54.5	0.0	2.91 (1.04)
	Mathematics (4-6)	25.0	35.0	10.0	30.0	0.0	3.55 (1.19)
	Science (4-6)	35.7	28.6	7.1	28.6	0.0	3.71 (1.27)
	Social Studies (4-6)	8.3	25.0	16.7	41.7	8.3	2.83 (1.19)
f. Dependence of value of an integer and its rank in the number							
	All Subjects (1-3)	41.2	2.9	0.0	55.9	0.0	3.29 (1.49)
	Arabic (4-6)	33.3	16.7	0.0	50.0	0.0	3.33 (1.44)
	Mathematics (4-6)	36.8	15.8	5.3	42.1	0.0	3.47 (1.39)
	Science (4-6)	35.7	7.1	7.1	50.0	0.0	3.29 (1.44)
	Social Studies (4-6)	27.3	63.6	0.0	9.2	0.0	2.46 (1.04)
g. Multiplication, division							
	All Subjects (1-3)	30.6	16.7	0.0	52.8	0.0	3.67 (1.24)
	Arabic (4-6)	10.0	30.0	0.0	60.0	0.0	2.90 (1.20)
	Mathematics (4-6)	33.3	27.8	11.1	27.8	0.0	3.67 (1.24)
	Science (4-6)	42.9	14.3	0.0	42.9	0.0	3.57 (1.45)
	Social Studies (4-6)	0.0	18.2	18.2	54.5	9.1	2.46 (0.93)
h. Fractions							
	All Subjects (1-3)	18.8	12.5	0.0	68.8	0.0	2.81 (1.29)
	Arabic (4-6)	20.0	40.0	0.0	40.0	0.0	3.40 (1.34)
	Mathematics (4-6)	8.3	41.7	16.7	33.3	0.0	3.25 (1.06)
	Science (4-6)	28.6	14.3	14.3	42.9	0.0	3.29 (1.38)
	Social Studies (4-6)	50.0	0.0	0.0	0.0	50.0	2.50 (2.12)
i. Angles							
	All Subjects (1-3)	23.7	31.6	7.9	36.8	0.0	3.42 (1.22)
	Arabic (4-6)	9.1	27.3	9.1	54.5	0.0	2.91 (1.14)
	Mathematics (4-6)	15.0	30.0	25.0	30.0	0.0	3.30 (1.08)
	Science (4-6)	21.4	35.7	7.1	35.7	0.0	3.43 (1.22)
	Social Studies (4-6)	8.3	16.7	16.7	58.3	0.0	2.75 (1.06)

** Response scale: 5=eliminate the concept entirely; 4=move the concept to a higher

Item IIA	Subject Taught	Response**,***					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. If you think that some of the concepts in item 15 (math content evaluation) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item. (con't) **							
j. Three-dimensional figures							
	All Subjects (1-3)	24.3	37.8	2.7	35.1	0.0	3.51 (1.22)
	Arabic (4-6)	23.1	23.1	7.7	46.2	0.0	3.23 (1.30)
	Mathematics (4-6)	25.0	40.0	15.0	20.0	0.0	3.70 (1.08)
	Science (4-6)	28.6	28.6	14.3	28.6	0.0	3.57 (1.22)
	Social Studies (4-6)	25.0	8.3	8.3	58.3	0.0	3.00 (1.35)
17. Rate your student's ability to comprehend the following mathematical symbols, using.***							
a. +							
	All Subjects (1-3)	89.2	10.8	0.0	0.0	0.0	4.89 (0.32)
	Arabic (4-6)	93.8	6.3	0.0	0.0	0.0	4.94 (0.25)
	Mathematics (4-6)	87.0	13.0	0.0	0.0	0.0	4.87 (0.34)
	Science (4-6)	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
	Social Studies (4-6)	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
b. -							
	All Subjects (1-3)	89.2	10.8	0.0	0.0	0.0	4.89 (0.32)
	Arabic (4-6)	87.5	6.3	6.3	0.0	0.0	4.81 (0.54)
	Mathematics (4-6)	87.0	8.7	0.0	4.3	0.0	4.78 (0.67)
	Science (4-6)	93.8	6.3	0.0	0.0	0.0	4.94 (0.25)
	Social Studies (4-6)	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
c. X							
	All Subjects (1-3)	71.4	20.0	8.6	0.0	0.0	4.63 (0.65)
	Arabic (4-6)	87.5	12.5	0.0	0.0	0.0	4.88 (0.34)
	Mathematics (4-6)	63.6	27.3	9.1	0.0	0.0	4.55 (0.67)
	Science (4-6)	81.3	18.8	0.0	0.0	0.0	4.81 (0.40)
	Social Studies (4-6)	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
d.							
	All Subjects (1-3)	73.7	18.4	2.6	0.0	5.3	4.55 (0.98)
	Arabic (4-6)	75.0	25.0	0.0	0.0	0.0	4.75 (0.45)
	Mathematics (4-6)	52.2	26.1	8.7	13.0	0.0	4.17 (1.07)
	Science (4-6)	75.0	25.0	0.0	0.0	0.0	4.75 (0.45)
	Social Studies (4-6)	91.7	8.3	0.0	0.0	0.0	4.92 (0.29)

** Response scale: 5=eliminate the concept entirely; 4=move the concept to a higher grade; 3=move the concept to a lower grade; 2=the concept is good where it is

*** Response scale: 5= completely understood and used very well; 4= somewhat understood and easy to use; 3= I can't decide; 2= somewhat difficult to understand and use; 1= too difficult to understand and/or use

Item IIA	Subject Taught	Response***					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. Rate your student's ability to comprehend the following mathematical symbols, using***. (con't)							
e. =							
	All Subjects (1-3)	81.8	18.2	0.0	0.0	0.0	4.82 (0.39)
	Arabic (4-6)	87.5	6.3	6.3	0.0	0.0	4.81 (0.54)
	Mathematics (4-6)	81.8	9.1	9.1	0.0	0.0	4.73 (0.63)
	Science (4-6)	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
	Social Studies (4-6)	91.7	8.3	0.0	0.0	0.0	4.29 (0.29)
f. >							
	All Subjects (1-3)	69.4	22.2	0.0	0.0	8.3	4.44 (1.13)
	Arabic (4-6)	62.5	18.8	12.5	0.0	6.3	4.31 (1.14)
	Mathematics (4-6)	52.4	38.1	4.8	4.8	0.0	4.38 (0.81)
	Science (4-6)	60.0	20.0	13.3	6.7	0.0	4.33 (0.98)
	Social Studies (4-6)	66.7	25.0	8.3	0.0	0.0	4.58 (0.67)
g. <							
	All Subjects (1-3)	60.0	22.9	5.7	2.9	8.6	4.23 (1.24)
	Arabic (4-6)	56.3	25.0	12.5	0.0	6.3	4.25 (1.13)
	Mathematics (4-6)	38.1	47.6	4.8	4.8	4.8	4.10 (1.04)
	Science (4-6)	60.0	26.7	6.7	6.7	0.0	4.40 (0.91)
	Social Studies (4-6)	66.7	25.0	8.3	0.0	0.0	4.58 (0.67)
h. ()							
	All Subjects (1-3)	29.0	29.0	19.4	12.9	9.7	3.55 (1.31)
	Arabic (4-6)	43.8	43.8	0.0	6.3	6.3	4.13 (1.15)
	Mathematics (4-6)	18.2	27.3	22.7	18.2	13.6	3.18 (1.33)
	Science (4-6)	33.3	53.3	6.7	6.7	0.0	4.13 (0.83)
	Social Studies (4-6)	66.7	16.7	0.0	16.7	0.0	4.33 (1.16)
i. / (fractions)							
	All Subjects (1-3)	42.9	22.9	14.3	5.7	14.3	3.74 (1.44)
	Arabic (4-6)	53.3	26.7	13.3	0.0	6.7	4.20 (1.15)
	Mathematics (4-6)	39.1	26.1	4.3	17.4	13.0	3.61 (1.50)
	Science (4-6)	56.3	18.8	6.3	12.5	6.3	4.06 (1.34)
	Social Studies (4-6)	72.7	27.3	0.0	0.0	0.0	4.73 (0.47)
j. □							
	All Subjects (1-3)	48.6	27.0	10.8	8.1	5.4	4.05 (1.20)
	Arabic (4-6)	62.5	35.0	12.5	0.0	0.0	4.50 (0.73)
	Mathematics (4-6)	36.4	31.8	18.2	4.5	9.1	3.82 (1.26)
	Science (4-6)	37.5	56.3	0.0	6.3	0.0	4.25 (0.78)
	Social Studies (4-6)	63.6	27.3	0.0	9.1	0.0	4.46 (0.93)

*** Response scale: 5= completely understood and used very well; 4= somewhat understood and easy to use; 3= I can't decide; 2= somewhat difficult to understand and use; 1= too difficult to understand and/or use

Item IIA	Subject Taught	Response*** 5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. Rate your student's ability to comprehend the following mathematical symbols, using***. (con't)							
k. ∧							
	All Subjects (1-3)	38.5	41.0	5.1	10.3	5.1	3.97 (1.16)
	Arabic (4-6)	62.5	25.0	6.3	0.0	6.3	4.38 (1.09)
	Mathematics (4-6)	26.1	26.1	21.7	13.0	13.0	3.39 (1.37)
	Science (4-6)	56.3	18.8	6.3	18.8	0.0	4.13 (1.20)
	Social Studies (4-6)	75.0	16.7	8.3	0.0	0.0	4.67 (0.65)
l. ()							
	All Subjects (1-3)	25.0	30.0	17.5	15.0	12.5	3.40 (1.36)
	Arabic (4-6)	33.3	20.0	26.7	6.7	13.3	3.53 (1.41)
	Mathematics (4-6)	21.7	13.0	17.4	17.4	30.4	2.78 (1.57)
	Science (4-6)	31.3	25.0	25.0	18.8	0.0	3.69 (1.14)
	Social Studies (4-6)	45.5	27.3	27.3	0.0	0.0	4.18 (0.87)

*** Response scale: 5= completely understood and used very well; 4= somewhat understood and easy to use; 3= I can't decide; 2= somewhat difficult to understand and use; 1= too difficult to understand and/or use

Part II Section A
Curriculum Content: All Grades 1-3, con't
Science
(Supervisor)

19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *

a. First Grade

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
i. Weather							
	All Subjects (1-3)	15.0	35.0	27.5	2.5	20.0	3.23 (1.33)
	Arabic (4-6)	17.6	23.5	41.2	11.8	5.9	3.35 (1.12)
	Mathematics (4-6)	23.5	29.4	29.4	11.8	5.9	3.53 (1.18)
	Science (4-6)	39.1	34.8	8.7	4.3	13.0	3.83 (1.37)
	Social Studies (4-6)	33.3	33.3	16.7	0.0	16.7	3.67 (1.44)
ii. Evaporation and condensation							
	All Subjects (1-3)	7.7	28.2	25.6	20.5	17.9	2.87 (1.24)
	Arabic (4-6)	11.8	29.4	29.4	23.5	5.9	3.18 (1.13)
	Mathematics (4-6)	29.4	23.5	23.5	17.6	5.9	3.53 (1.28)
	Science (4-6)	22.7	40.9	22.7	4.5	9.1	3.64 (1.18)
	Social Studies (4-6)	16.7	41.7	16.7	8.3	16.7	3.33 (1.37)
iii. Formation of clouds, rain, snow							
	All Subjects (1-3)	13.5	29.7	21.6	13.5	21.6	3.00 (1.37)
	Arabic (4-6)	18.8	18.8	31.3	18.8	12.5	3.13 (1.31)
	Mathematics (4-6)	17.6	29.4	29.4	17.6	5.9	3.35 (1.17)
	Science (4-6)	18.2	45.5	18.2	4.5	13.6	3.50 (1.26)
	Social Studies (4-6)	25.0	50.0	0.0	8.3	16.7	3.58 (1.44)
iv. Motions of the earth and moon							
	All Subjects (1-3)	8.3	16.7	25.0	19.4	30.6	2.53 (1.32)
	Arabic (4-6)	11.6	23.5	35.3	11.8	17.6	3.00 (1.28)
	Mathematics (4-6)	23.5	17.6	23.5	17.6	17.6	3.12 (1.45)
	Science (4-6)	13.6	22.7	31.8	9.1	22.7	2.96 (1.36)
	Social Studies (4-6)	25.0	33.3	16.7	8.3	16.7	3.42 (1.44)
v. Day and night							
	All Subjects (1-3)	20.6	38.2	17.6	8.8	14.7	3.41 (1.33)
	Arabic (4-6)	12.5	31.3	37.5	6.3	12.5	3.25 (1.18)
	Mathematics (4-6)	43.8	31.3	25.0	0.0	0.0	4.19 (0.83)
	Science (4-6)	40.9	27.3	18.2	0.0	13.6	3.82 (1.37)
	Social Studies (4-6)	27.3	54.5	9.1	9.1	0.0	4.00 (0.89)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *							
a. First Grade (con't)							
vi. Phases of the moon							
	All Subjects (1-3)	23.3	26.7	20.0	13.3	16.7	3.27 (1.41)
	Arabic (4-6)	11.8	29.4	29.4	5.9	23.5	3.00 (1.37)
	Mathematics (4-6)	23.5	17.6	35.3	17.6	5.9	3.35 (1.22)
	Science (4-6)	18.2	40.7	18.2	13.6	9.1	3.46 (1.22)
	Social Studies (4-6)	25.0	25.0	25.0	16.7	8.3	3.42 (1.31)
vii. Air pollution							
	All Subjects (1-3)	9.8	22.0	34.1	12.2	22.0	2.85 (1.28)
	Arabic (4-6)	12.5	43.8	31.3	6.3	6.3	3.50 (1.03)
	Mathematics (4-6)	17.6	29.4	11.8	17.6	23.5	3.00 (1.50)
	Science (4-6)	22.7	31.8	22.7	9.1	13.6	3.41 (1.33)
	Social Studies (4-6)	25.0	33.3	16.7	0.0	25.0	3.33 (1.56)
b. Second Grade							
i. Living things reporduce							
	All Subjects (1-3)	36.1	27.8	19.4	5.6	11.1	3.72 (1.32)
	Arabic (4-6)	37.5	43.8	12.5	6.3	0.0	4.13 (0.89)
	Mathematics (4-6)	58.5	23.5	17.6	0.0	0.0	4.41 (0.80)
	Science (4-6)	45.5	27.3	18.2	9.1	0.0	4.09 (1.02)
	Social Studies (4-6)	41.7	50.0	0.0	8.3	0.0	4.25 (0.87)
ii. Baby teeth							
	All Subjects (1-3)	21.6	35.1	16.2	21.6	5.4	3.46 (1.22)
	Arabic (4-6)	20.0	46.7	20.0	13.3	0.0	3.73 (0.96)
	Mathematics (4-6)	35.3	35.3	17.6	5.9	5.9	3.88 (1.17)
	Science (4-6)	27.3	45.5	18.2	4.5	4.5	3.86 (1.04)
	Social Studies (4-6)	33.3	41.7	16.7	8.3	0.0	4.00 (0.95)
iii. Permanent teeth							
	All Subjects (1-3)	23.7	34.2	18.4	21.1	2.6	3.55 (1.16)
	Arabic (4-6)	12.5	50.0	18.8	18.8	0.0	3.56 (0.96)
	Mathematics (4-6)	35.3	35.3	17.6	5.9	5.9	3.88 (1.17)
	Science (4-6)	27.3	31.8	27.3	9.1	4.5	3.68 (1.13)
	Social Studies (4-6)	33.3	41.7	16.7	8.3	0.0	4.00 (0.95)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Subject Taught	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *							
b. Second Grade (con't)							
iv. Stomach and intestines							
	All Subjects (1-3)	18.9	24.3	21.6	18.9	16.2	3.11 (1.37)
	Arabic (4-6)	0.0	58.8	23.5	11.8	5.9	3.35 (0.93)
	Mathematics (4-6)	29.4	17.6	23.5	11.8	17.6	3.29 (1.49)
	Science (4-6)	22.7	22.7	27.3	13.6	13.6	3.27 (1.35)
	Social Studies (4-6)	33.3	33.3	25.0	8.3	0.0	3.92 (1.00)
v. Lungs							
	All Subjects (1-3)	15.4	28.2	23.1	20.5	12.8	3.13 (1.28)
	Arabic (4-6)	0.0	50.0	25.0	18.8	6.3	3.19 (0.98)
	Mathematics (4-6)	23.5	23.5	23.5	11.8	17.6	3.24 (1.44)
	Science (4-6)	22.7	22.7	22.7	22.7	9.1	3.27 (1.32)
	Social Studies (4-6)	25.0	41.7	8.3	25.0	0.0	3.67 (1.16)
vi. Magnetic power							
	All Subjects (1-3)	5.1	30.8	20.5	17.9	25.6	2.72 (1.30)
	Arabic (4-6)	17.6	17.6	23.5	29.4	11.8	3.00 (1.32)
	Mathematics (4-6)	5.9	23.5	23.5	11.8	35.3	2.53 (1.38)
	Science (4-6)	13.6	18.2	22.7	27.3	18.2	2.82 (1.33)
	Social Studies (4-6)	16.7	16.7	33.3	16.7	16.7	3.00 (1.35)
vii. Compass							
	All Subjects (1-3)	10.5	23.7	23.7	15.8	26.3	2.76 (1.36)
	Arabic (4-6)	17.6	29.4	17.6	17.6	17.6	3.12 (1.41)
	Mathematics (4-6)	11.8	17.6	23.5	5.9	41.2	2.53 (1.51)
	Science (4-6)	9.1	22.7	18.2	22.7	27.3	2.64 (1.36)
	Social Studies (4-6)	8.3	25.0	33.3	8.3	25.0	2.83 (1.34)
c. Third Grade							
i. Reproduction, life cycle							
	All Subjects (1-3)	26.3	23.7	34.2	10.5	5.3	3.55 (1.16)
	Arabic (4-6)	31.3	37.5	25.0	6.3	0.0	3.94 (0.93)
	Mathematics (4-6)	35.3	35.3	23.5	0.0	5.9	3.94 (1.09)
	Science (4-6)	40.9	27.3	9.1	9.1	13.6	3.73 (1.45)
	Social Studies (4-6)	16.7	50.0	25.0	0.0	8.3	3.67 (1.07)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *							
c. Third Grade (con't)							
ii. Mammals							
	All Subjects (1-3)	27.0	24.3	27.0	8.1	13.5	3.43 (1.35)
	Arabic (4-6)	6.7	46.7	40.0	6.7	0.0	3.53 (0.74)
	Mathematics (4-6)	41.2	35.3	17.6	5.9	0.0	4.12 (0.93)
	Science (4-6)	22.7	40.9	31.8	4.5	0.0	3.82 (0.85)
	Social Studies (4-6)	18.2	45.5	27.3	0.0	9.1	3.64 (1.12)
iii. Expansion of matter by heat (thermometer)							
	All Subjects (1-3)	19.4	22.2	38.9	2.8	16.7	3.25 (1.30)
	Arabic (4-6)	17.6	29.4	47.1	5.9	0.0	3.59 (0.97)
	Mathematics (4-6)	18.8	37.5	31.3	0.0	12.5	3.50 (1.21)
	Science (4-6)	18.2	31.8	22.7	18.2	9.1	3.32 (1.25)
	Social Studies (4-6)	16.7	33.3	50.0	0.0	0.0	3.67 (0.78)
iv. Electric current and electromagnet							
	All Subjects (1-3)	7.7	23.1	41.0	12.8	15.4	2.95 (1.15)
	Arabic (4-6)	0.0	25.0	56.3	18.8	0.0	3.06 (0.68)
	Mathematics (4-6)	11.8	29.4	17.6	17.6	23.5	2.88 (1.41)
	Science (4-6)	9.5	33.3	33.3	4.8	19.0	3.10 (1.26)
	Social Studies (4-6)	16.7	8.3	50.0	8.3	16.7	3.00 (1.28)
v. Natural resources							
	All Subjects (1-3)	14.7	26.5	35.3	14.7	8.8	3.24 (1.16)
	Arabic (4-6)	29.4	35.3	29.4	5.9	0.0	3.88 (0.93)
	Mathematics (4-6)	35.3	35.3	11.8	11.8	5.9	3.82 (1.24)
	Science (4-6)	18.2	45.5	13.6	4.5	18.2	3.41 (1.37)
	Social Studies (4-6)	33.3	50.0	16.7	0.0	0.0	4.17 (0.72)
vi. Oil refinery							
	All Subjects (1-3)	5.6	27.8	27.8	33.3	5.6	3.94 (1.04)
	Arabic (4-6)	11.8	58.8	17.6	11.8	0.0	3.71 (0.85)
	Mathematics (4-6)	11.8	35.3	29.4	5.9	17.6	3.18 (1.29)
	Science (4-6)	22.7	27.3	31.8	0.0	18.2	3.36 (1.36)
	Social Studies (4-6)	0.0	50.0	50.0	0.0	0.0	3.50 (0.52)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Subject Taught	Responses*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
20. The syllabus for grades 1-3 emphasizes the development of many skills in light of the content and the objectives of the curriculum. To what extent are such psychomotor skills such as connecting an electric current, measuring expansion in materials, etc., easily developed in terms of:							
a. the maturity level of students?							
	All Subjects (1-3)	14.7	17.6	41.2	8.8	17.6	3.03 (1.27)
	Arabic (4-6)	6.3	43.8	25.0	18.8	6.3	3.25 (1.07)
	Mathematics (4-6)	11.8	17.6	52.9	5.9	11.8	3.12 (1.11)
	Science (4-6)	14.3	47.6	19.0	14.3	4.8	3.52 (1.08)
	Social Studies (4-6)	8.3	66.7	8.3	8.3	8.3	3.58 (1.08)
b. the availability of materials to do the activities suggested in the curriculum?							
	All Subjects (1-3)	11.4	11.4	40.0	17.1	20.0	2.77 (1.24)
	Arabic (4-6)	5.9	29.4	41.2	17.6	5.9	3.12 (0.99)
	Mathematics (4-6)	0.0	35.3	41.2	17.6	5.9	3.06 (0.90)
	Science (4-6)	18.2	18.2	50.0	9.1	4.5	3.36 (1.05)
	Social Studies (4-6)	16.7	8.3	50.0	8.3	16.7	3.00 (1.28)
c. the availability of laboratories or activity rooms to do the practical activities?							
	All Subjects (1-3)	10.5	10.5	31.6	13.2	34.2	2.50 (1.35)
	Arabic (4-6)	5.9	29.4	29.4	11.8	23.5	2.82 (1.29)
	Mathematics (4-6)	11.8	5.9	35.3	11.8	35.3	2.47 (1.38)
	Science (4-6)	31.8	9.1	22.7	22.7	13.6	3.23 (1.48)
	Social Studies (4-6)	16.7	0.0	25.0	33.3	25.0	2.50 (1.38)
21. Some of the concepts included in the science curriculum are also treated in the other curriculia, such as social studies and mathematics. To what extent is such repetition necessary in terms of:							
a. emphasizing the conepts?							
	All Subjects (1-3)	40.0	28.6	20.0	0.0	11.4	3.86 (1.29)
	Arabic (4-6)	29.4	52.9	17.6	0.0	0.0	4.12 (0.70)
	Mathematics (4-6)	35.3	64.7	0.0	0.0	0.0	4.35 (0.49)
	Science (4-6)	36.4	45.5	9.1	9.1	0.0	4.09 (0.92)
	Social Studies (4-6)	33.3	58.3	8.3	0.0	0.0	4.25 (0.62)
b. integrating the various subject matter?							
	All Subjects (1-3)	33.3	33.3	27.3	3.0	3.0	3.91 (1.01)
	Arabic (4-6)	41.2	29.4	23.5	0.0	5.9	4.00 (1.12)
	Mathematics (4-6)	35.3	47.1	17.6	0.0	0.0	4.18 (0.73)
	Science (4-6)	27.3	50.0	22.7	0.0	0.0	4.05 (0.72)
	Social Studies (4-6)	41.7	33.3	25.0	0.0	0.0	4.17 (0.84)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Subject Taught	Response*					
		5 %	4 %	3 %	2 %	1 %	Mean (sd)
22. To what extent does the study of each unit in the science curriculum (at a certain grade level) facilitate the learning of the subject matter in the following:							
a. the first grade ?							
	All Subjects (1-3)	35.7	42.9	17.9	0.0	3.6	4.07 (0.94)
	Arabic (4-6)	29.4	35.3	35.3	0.0	0.0	3.94 (0.83)
	Mathematics (4-6)	41.2	29.4	23.5	5.9	0.0	4.06 (0.97)
	Science (4-6)	28.6	42.9	19.0	9.5	0.0	3.91 (0.94)
	Social Studies (4-6)	58.3	25.0	16.7	0.0	0.0	4.42 (0.79)
b. the second grade?							
	All Subjects (1-3)	19.2	61.5	11.5	3.8	3.8	3.89 (0.91)
	Arabic (4-6)	29.4	35.3	35.3	0.0	0.0	3.94 (0.83)
	Mathematics (4-6)	35.3	35.3	23.5	5.9	0.0	4.00 (0.94)
	Science (4-6)	19.0	42.9	33.3	4.8	0.0	3.76 (0.83)
	Social Studies (4-6)	41.7	33.3	25.0	0.0	0.0	4.17 (0.84)
c. the third grade?							
	All Subjects (1-3)	36.7	50.0	10.0	0.0	3.3	4.17 (0.87)
	Arabic (4-6)	29.4	41.2	29.4	0.0	0.0	4.00 (0.79)
	Mathematics (4-6)	35.3	29.4	29.4	5.9	0.0	3.94 (0.97)
	Science (4-6)	23.8	28.6	42.9	4.8	0.0	3.71 (0.90)
	Social Studies (4-6)	50.0	25.0	25.0	0.0	0.0	4.25 (0.87)
23. To what extent is the content in the new science curriculum:							
a. attractive to the students?							
	All Subjects (1-3)	28.1	46.9	18.8	3.1	3.1	3.94 (0.95)
	Arabic (4-6)	25.0	37.5	37.5	0.0	0.0	3.88 (0.81)
	Mathematics (4-6)	47.1	29.4	17.6	5.9	0.0	4.18 (0.95)
	Science (4-6)	40.9	31.8	22.7	4.5	0.0	4.09 (0.92)
	Social Studies (4-6)	16.7	58.3	25.0	0.0	0.0	3.92 (0.67)
b. interesting and enjoyable?							
	All Subjects (1-3)	15.8	39.5	34.2	5.3	5.3	3.55 (1.01)
	Arabic (4-6)	17.6	41.2	41.2	0.0	0.0	3.77 (0.75)
	Mathematics (4-6)	41.2	35.3	17.6	5.9	0.0	4.12 (0.93)
	Science (4-6)	18.2	54.5	18.2	9.1	0.0	3.82 (0.85)
	Social Studies (4-6)	25.0	41.7	16.7	16.7	0.0	3.75 (1.06)
c. motivational to students, involving them in suggested activities?							
	All Subjects (1-3)	2.6	46.2	46.2	2.6	2.6	3.44 (0.72)
	Arabic (4-6)	13.3	46.7	33.3	6.7	0.0	3.67 (0.82)
	Mathematics (4-6)	29.4	41.2	17.6	11.8	0.0	3.88 (0.99)
	Science (4-6)	18.2	40.9	31.8	9.1	0.0	3.68 (0.89)
	Social Studies (4-6)	8.3	41.7	41.7	8.3	0.0	3.50 (0.80)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3
General Education
(Administrator)

Item IIA	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	19.7	64.6	12.2	3.4	0.0	4.01 (0.68)
2. To what extent is the amount of class time scheduled for subjects at your grade level sufficient for the full attainment of the desired goals?	30.2	48.3	16.1	4.0	1.3	4.02 (0.87)
3. To what degree does the Omani curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	29.5	34.9	28.2	7.4	0.0	3.87 (0.93)
4. To what degree do teachers participate in developing the Omani curriculum in your subject matter area?	7.4	18.8	37.6	22.8	13.4	2.84 (1.11)
5. To what extent is there integration among courses from 1st through 3rd grade?	20.8	53.0	20.8	4.0	1.3	3.88 (0.83)
6. To what degree are field and practical activities included as part of the Omani curriculum and the methods of instruction?	11.3	50.0	28.0	8.0	2.7	3.59 (0.89)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Arabic
(Administrator)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
7. To what extent do you feel it adequate too start teaching:						
a. super linear signs from the second half of the first grade?	41.2	40.5	8.1	6.1	4.1	4.09 (1.05)
b. grammatical structure from the second grade?	18.1	37.6	23.5	10.1	10.7	3.42 (1.21)
8. To what extent do you feel that the Omani curriculum has succeeded in developing the following skills of classical Arabic language use and usage?						
a. Conversation.	26.2	41.6	28.2	2.0	2.0	3.88 (0.89)
b. Pronounciation.	28.6	42.2	23.1	4.1	2.0	3.91 (0.93)
c. Fluency in reading.	26.0	50.0	18.5	5.5	0.0	3.97 (0.82)
d. Analysis of sentences into words.	26.4	54.9	15.3	1.4	2.1	4.02 (0.82)
e. Identification of letters in various postions in the word.	40.7	38.6	18.6	1.4	0.7	4.17 (0.83)
f. Writing correctly.	24.8	45.5	24.8	2.1	2.8	3.88 (0.90)
g. Handwriting (penmanship).	15.9	40.7	33.1	6.2	4.1	3.58 (0.97)
h. Self expression (orally)	24.3	37.5	23.6	13.2	1.4	3.70 (1.03)
i. Self expression (writing)	15.3	42.4	27.1	13.9	1.4	3.56 (0.96)
9. To what extent do you feel that the policy adopted by the curriculum designers to separate the language skill and teach only one skill each lesson within the unit has succeeded in faciliatating the learning of Arabic language by the Omani primary school students?	17.9	44.1	26.9	7.6	3.4	3.66 (0.98)
10. To what extent does the Arabic curriculum at your grade level give emphsis to:						
a. a variety of concepts?	28.0	53.1	15.4	3.5	0.0	4.06 (0.76)
b. an integration of Omani dialect with classical arabic?	18.3	44.4	23.2	9.2	4.9	3.62 (1.04)
c. the use of classical Arabic in everyday communication transactions?	24.5	27.2	33.3	8.2	6.8	3.54 (1.15)
d. the suitability of vocabulary used in each book to the age level at each grade?	24.8	39.3	25.5	9.0	1.4	3.77 (0.97)
e. the social and communicative function of language?	34.9	41.8	19.2	3.4	0.7	4.07 (0.86)
f. facilitating the acquisition of the simple grammatical rules designed for these lower level grades?	21.9	45.9	27.4	3.4	1.4	3.84 (0.86)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. Over the history of teaching Arabic language to beginners in the Arab World, various approaches have dominated at a given time period. In your opinion which of the following approaches is more useful in facilitating the acquisition of the Arabic language skills to students in the first, second, and third grades in Oman?						
a. Synthetic approach: emphasizing sounds or phoneme as a structural unit of language.	24.3	48.6	21.5	4.2	1.4	3.90 (0.86)
b. Analytical approach: emphasizing the sentence as a structural unit of language and analysing it into words and the words into letters.	37.2	36.6	20.0	4.8	1.4	4.03 (0.95)
c. Structural approach: emphasizing the sturcture of the word in addition to letters and sentences.	44.5	36.3	14.4	2.7	2.1	4.19 (0.93)
d. Notational approach: emphasizing the pattern as a structural unit of language.	19.4	41.0	29.9	6.9	2.8	3.67 (0.96)
e. Communicative approach: emphasizing the meaning rather than the sturcture as an approach to learn language by beginners.	27.8	43.1	21.5	6.3	1.4	3.90 (0.93)
12. To what extent do you feel that the exposure of the students to a variety of literary forms (especially nursery rhymes and stories) help develop appreciation for the musical nature of language?	43.9	47.3	8.8	0.0	0.0	4.35 (0.64)

Part II Section A
Curriculum Content: All Grades 1-3, con't
Social Studies
(Administrator)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The spirial curriculum approach has been used in designing the content of the Omani Social Studies Curriculum. This means that a group of concepts are treated in all six primary grades, but with different scope (horizontal expansion) and depth (vertical expansion) at each grade level. To what extent do you feel that the curriculum has:						
a. expanded the scope of the concepts from one grade level to the higher grades by applying the concept to more cases and examples?	28.8	51.4	18.5	1.4	0.0	4.08 (0.73)
b. expanded the depth of the understanding of the concepts?	28.3	46.9	20.7	4.1	0.0	3.99 (0.81)
14. The Omani social science curriculum aims at modifying student social behaviors thoughout the six years of primary school education. To what extent has the curriculum met its goal of improving the following behaviors?						
a. Cooperation	32.9	45.2	17.8	4.1	0.0	4.07 (0.82)
b. Belonging and loyalty	47.2	43.1	7.6	2.1	0.0	4.35 (0.71)
c. Patriotism	56.7	34.8	7.1	0.7	0.7	4.46 (0.72)
d. Modeling after an ideal	35.9	41.4	17.2	4.1	1.4	4.06 (0.91)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: All Grades 1-3, con't
Mathematics
(Administrator)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani mathematics curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and abstraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level.*						
a. Open and closed figures	38.6	41.4	18.6	0.7	0.7	4.17 (0.80)
b. Similarity and differences in shapes	31.3	47.2	20.1	1.4	0.0	4.08 (0.75)
c. A set, an element in a set	39.9	41.3	16.1	2.8	0.0	4.18 (0.80)
d. Order (in lengh, size and number)						
(i) equal to	44.6	41.0	12.2	2.2	0.0	4.28 (0.76)
(ii) greater than	47.2	41.7	8.3	2.8	0.0	4.33 (0.75)
(iii) less than	49.0	39.9	9.8	1.4	0.0	4.36 (0.72)
e. Dependence of the value of an integer on its rank (units, items, and hundreds).	47.4	42.1	9.0	0.8	0.8	4.35 (0.74)
f. Units of measurement						
(i) length	35.5	47.8	13.0	2.2	1.4	4.14 (0.83)
(ii) volume	35.0	46.4	12.9	3.6	2.1	4.09 (0.90)
(iii) currency	35.9	45.1	14.8	2.1	2.1	4.11 (0.88)
(iv) time	30.3	45.1	19.0	4.2	1.4	3.99 (0.89)
(v) weight	33.3	41.8	19.1	5.0	0.7	4.02 (0.89)
g. Division	31.9	44.0	18.0	4.3	1.4	4.01 (0.90)
h. Fractions	29.4	44.9	18.4	4.4	2.9	3.93 (0.96)
i. Geometric Figures:						
(i) square	35.5	48.2	14.2	0.0	2.1	4.15 (0.82)
(ii) rectangle	40.4	44.7	12.1	0.7	2.1	4.21 (0.84)
(iii) triangle	35.7	44.3	15.7	2.1	2.1	4.09 (0.89)
(iv) circle	42.7	40.8	14.6	1.0	1.0	4.23 (0.81)
(v) straight line	44.6	37.6	14.9	2.0	1.0	4.23 (0.85)
(vi) arc	25.5	37.6	23.4	9.2	4.3	3.71 (1.08)
(vii) angle	29.6	38.0	21.1	5.6	5.6	3.80 (1.10)
(viii) right angle	33.8	39.6	12.9	6.5	7.2	3.86 (1.17)
(ix) center of a circle, radius, diameter	29.4	37.5	18.4	7.4	7.4	3.74 (1.17)

* Response scale: Concept Fit: 5= perfectly; 4= highly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Response*,**					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani mathematics curriculum includes within its syllabus some new mathematical concepts. Starting from the 1st grade and continuing through the 3rd grade level, these concepts are developed in both scope and abstraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level. (con't) *						
j. Three-dimensional shapes:						
(i) cube	20.1	44.6	18.7	7.2	9.4	3.59 (1.17)
(ii) cylinder	26.2	42.6	20.6	4.3	6.4	3.78 (1.08)
(iii) sphere	21.0	40.6	23.1	7.7	7.7	3.59 (1.13)
16. If you think that some of the concepts in item 15 (mathematics content evaluation) do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by putting a circle around the item. **						
a. Sets	30.4	26.1	7.8	35.7	0.0	3.51 (1.26)
b. Numbers (addition and subtraction)	31.3	17.4	10.4	40.0	0.0	3.39 (1.30)
c. Order in relation to equal to, greater than, or less than	32.8	21.0	9.2	37.0	0.0	3.50 (1.29)
d. Units and measure (length, volume, currency, time and weight)	29.6	32.8	8.0	29.6	0.0	3.62 (1.20)
e. Geometric Figures	25.4	36.9	10.7	27.0	0.0	3.61 (1.14)
f. Dependence of value of an integer and its rank in the number	31.0	23.3	6.0	37.9	1.7	3.44 (1.32)
g. Multiplication, division	23.5	29.4	7.6	38.7	0.8	3.36 (1.24)
h. Fractions	14.7	45.6	10.3	27.9	1.5	3.44 (1.10)
i. Angles	20.2	3.95	12.1	26.6	1.6	3.50 (1.14)
j. Three-dimensional figures	19.5	41.5	9.8	27.6	1.6	3.40 (1.04)

* Response scale: Concept Fit: 5= perfectly; 4= highly; 3= somewhat; 2= poorly; 1= not at all

** Response scale: 5= eliminate the concept entirely; 4= move the conept to a higher grade; 3= move the concept to a lower grade; 2= the concept is good where it is

Item IIA	Response***					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
:7. Rate your student's ability to comprehend the following mathematical symbols, using ***.						
a. +	77.6	21.6	0.7	0.0	0.0	4.77 (0.44)
b. -	72.8	23.5	3.7	0.0	0.0	4.69 (0.54)
c. x	65.7	29.1	4.5	0.7	0.0	4.60 (0.62)
d.	64.2	29.1	4.5	0.7	1.5	4.54 (0.75)
e. =	69.5	25.2	5.3	0.0	0.0	4.64 (0.58)
f. >	41.2	36.6	16.8	3.8	1.5	4.12 (0.93)
g. <	44.5	32.0	18.0	4.7	0.8	4.15 (0.93)
h. ()	39.2	29.6	23.2	6.4	1.6	3.98 (1.02)
i. / (fractions)	38.1	35.8	16.4	6.0	3.7	3.99 (1.06)
j.	30.5	41.4	19.5	6.3	2.3	3.91 (0.98)
k.	28.1	34.1	23.0	8.1	6.7	3.69 (1.16)
l. {}	24.8	38.3	20.3	9.8	6.8	3.65 (1.16)

*** Response scale: 5= completely understood and used very well; 4= somewhat understood and easy to use; 3= I can't decide; 2= somewhat difficult to understand and use; 1= too difficult to understand and/or use

Part II Section A
Curriculum Content: All Grades 1-3, con't
Science
(Administrator)

Item IIA	Responses 5 %	 4 %	 3 %	 2 %	 1 %	 Mean (sd)
19. The science curriculum for grades 1-3 includes some new topics which had previously been part of the syllabus from higher grades. To what extent do you feel that the concepts in these new topics fit the developmental maturation of the students at this age level? Please rate these units. *						
a. First Grade						
i. Weather	25.7	30.6	25.7	15.3	2.8	3.61 (1.11)
ii. Evaporation and condensation	13.2	24.3	34.0	19.4	9.0	3.13 (1.15)
iii. Formation of clouds, rain, snow	14.6	29.9	30.6	20.8	4.2	3.30 (1.08)
iv. Motions of the earth and moon	11.1	19.4	35.4	22.2	11.8	2.96 (1.16)
v. Day and night	29.2	29.9	21.5	16.0	3.5	3.65 (1.16)
vi. Phases of the moon	16.1	21.0	28.7	26.6	7.7	3.11 (1.19)
vii. Air pollution	17.4	22.9	28.5	20.8	10.4	3.16 (1.24)
b. Second Grade						
i. Living things reproduce	32.6	38.2	18.1	9.7	1.4	3.91 (1.01)
ii. Baby teeth	29.6	28.9	20.4	19.7	1.4	3.66 (1.14)
iii. Permanent teeth	28.2	29.6	21.1	17.6	3.5	3.61 (1.17)
iv. Stomach and intestines	13.3	30.1	25.2	22.4	9.1	3.16 (1.19)
v. Lungs	17.7	28.4	19.9	24.1	9.9	3.20 (1.27)
vi. Magnetic power	13.3	18.9	23.1	27.3	17.5	2.83 (1.30)
vii. Compass	13.2	14.6	29.2	23.6	19.4	2.79 (1.29)
c. Third Grade						
i. Reproduction, life cycle	23.1	39.9	27.3	7.0	2.8	3.73 (0.99)
ii. Mammals	24.8	38.3	29.1	5.7	2.1	3.78 (0.96)
iii. Expansion of matter by heat (thermometer)	18.2	35.7	28.7	13.3	4.2	3.50 (1.07)
iv. Electric current and electromagnet	9.7	28.5	35.4	18.1	8.3	3.13 (1.09)
v. Natural resources	18.8	36.1	29.2	12.5	3.5	3.54 (1.04)
vi. Oil refinery	12.5	21.5	34.0	25.0	6.9	3.08 (1.12)

* Response Scale: Content Fits: 5= perfectly; 4= hightly; 3= somewhat; 2= poorly; 1= not at all

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
20. The syllabus for grades 1-3 emphasizes the development of many skills in light of the content and the objectives of the curriculum. To what extent are such psychomotor skills such as connecting an electric current, measuring expansion in materials, etc., easily developed in terms of:						
a. the maturity level of students?	16.1	37.8	30.1	10.5	5.6	3.48 (1.06)
b. the availability of materials to do the activities suggested in the curriculum?	18.6	30.7	27.1	17.1	6.4	3.38 (1.16)
c. the availability of laboratories or activity rooms to do the practical activities?	19.0	23.2	25.4	14.1	18.3	3.11 (1.37)
21. Some of the concepts included in the science curriculum are also treated in the other curriculua, such as social studies and mathematics. To what extent is such repetition necessary in terms of:						
a. emphasizing the conepts?	31.7	38.0	23.2	5.6	1.4	3.93 (0.95)
b. integrating the various subject matter?	29.2	44.4	20.1	4.9	1.4	3.95 (0.90)
22. To what extent does the study of each unit in the science curricula (at a certain grade level) facilitate the learning of the subject matter in the following:						
a. the first grade ?	28.5	45.1	20.8	4.9	0.7	3.96 (0.87)
b. the second grade?	24.3	49.3	20.8	5.6	0.0	3.92 (0.82)
c. the third grade?	22.2	49.3	21.5	6.3	0.7	3.86 (0.86)
23. To what extent is the content in the new science curriculum:						
a. attractive to the students?	25.9	46.2	23.1	4.2	0.7	3.92 (0.85)
b. interesting and enjoyable?	24.5	44.8	24.5	6.3	0.0	3.87 (0.86)
c. motivational to students, involving them in suggested activities?	18.2	41.3	28.0	11.2	1.4	3.64 (0.95)

* Response Scale: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Islamic Studies 1-6
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and reorganizing the contents of the Islamic Educational Curriculum?	33.4	49.3	15.9	1.0	0.3	4.15 (0.74)
2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you teach sufficient for realizing the desired goals of the Islamic Educational Curriculum?	53.9	34.5	9.5	2.0	0.0	4.41 (0.74)
3. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the historical aspects of Isalm?	30.7	46.2	19.1	3.0	1.0	4.03 (0.84)
4. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the philosophical aspects of Islam?	17.9	33.6	29.2	10.6	8.6	3.42 (1.16)
5. To what degree does the Islamic Education Curriculum encourage students to participate in some special scholastic activities; such as the Religious Club and the Quranic memorization and recitation contests?	30.4	41.5	19.9	3.9	4.2	3.90 (1.02)
6 To what degree do teachers participate in the process of developing the Islamic Educational curriculum?	19.3	32.0	21.2	12.7	14.7	3.28 (1.32)
7. What is the degree of integration between the curriculum units of each grade of the elementary stage in Islamic Education?	24.9	49.5	16.8	7.1	1.7	3.89 (0.92)
8. To what extent is full integration realized between the Omani Currriculum and the Islamic Educational Curriculum in grades one through six?	28.7	48.7	16.0	5.0	1.7	3.98 (0.89)
9. To what extent, in the Omani curriculum, is full integration realized between the Islamic Educational Curriculum and the other subjects in the curricula?						
a. Islamic Studies and Arabic	41.9	43.0	13.1	0.7	1.3	4.24 (0.80)
b. Islamic Studies and Social Studies	26.1	46.7	18.8	6.6	1.7	3.89 (0.93)
c. Islamic Studies and Science	11.3	17.7	36.5	21.3	13.1	2.93 (1.17)
d. Islamic Studies and Mathematics	7.0	8.8	23.8	21.2	39.2	2.23 (1.25)
e. Islamic Studies and English	3.2	4.7	11.1	15.4	65.6	1.64 (1.06)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the curriculum and its methods encourage the students to understand that Islamic education is not only an organized component of knowledge but a method of thinking and behaving as well?	37.3	40.4	13.9	3.5	4.5	4.02 (1.04)
11. To what extent is the practical exercise of religious worship:						
a. an integral part of the Islamic Studies curriculum?	40.6	37.8	18.4	1.4	1.7	4.14 (0.89)
b. a basic component of the Islamic Educational method?	40.6	46.2	7.2	4.4	1.6	4.20 (0.87)
12. To what extent does the Islamic Education Curriculum encourage students to develop the new direction and basic skills necessary for critical thinking?						
a. Not making hasty judgements.	32.0	41.7	21.0	2.0	3.3	3.97 (0.96)
b. Testing the accuracy of information.	25.3	40.8	23.6	7.5	2.7	3.78 (1.00)
c. Evaluating sources of information.	27.1	30.1	29.1	10.6	3.1	3.68 (1.08)
d. Using varied sources of information.	26.3	35.4	24.9	8.1	5.4	3.69 (1.11)
13. To what extent does the Islamic Education Curriculum encourage students to develop the direction and basic skills necessary for rational thought?						
a. Deduction: application of a general rule in special cases or problems.	27.0	42.3	21.7	7.3	1.7	3.86 (0.96)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	23.5	39.9	26.2	7.0	3.4	3.73 (1.01)
14. The contents of the Islamic Education Curriculum in the first three grades were designed in the form of separate lessons covering the six components of Islamic education. To what extent do you consider that the Separate Lessons Method leads to the realization of the desired integration within the components of Islamic education as stipulated in the Curriculum Project?	27.3	47.4	18.7	5.9	0.7	3.95 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The curriculum revolves around the six components of Islamic Education- namely, the Holy Quran, the Hadith (i.e., text tradition of the Prophet-May Allah's Peace and Blessings be upon him), Islamic creed, worhip (prayers), the biography of the prophet (May Allah's Peace and Blessing be upon him), and Islamic upbringing. To what extent do you believe that the curriculum's method for dealing with these components have succeeded in achieving a degree of unity and integration between these components?	39.1	43.4	12.8	3.6	1.0	4.16 (0.85)
16. The curriculum designers selected a group of short surahs containing difficult expression. To what extent do you believe that such a selection enhances the realization of the three objectives of teaching the Holy Quran in these classes:						
a. Quranic recitation?	30.9	44.2	18.3	4.3	2.3	3.97 (0.94)
b. Quranic exegesis and comprehension?	29.4	40.3	22.9	5.8	1.7	3.90 (0.95)
c. Quranic memorization?	33.3	39.3	17.9	6.9	2.4	3.95 (1.00)
17. To what extent is the number of surahs assigned in each grade of the elemntary stage compatible with the students' degree of rational maturity and assimilation ability:						
a. in the first grade?	29.0	39.8	19.1	9.1	2.9	3.83 (1.04)
b. in the second grade?	27.7	41.1	20.3	8.2	2.6	3.83 (1.01)
c. in the third grade?	32.0	42.4	19.9	4.8	0.9	4.00 (0.89)
d. in the fourth grade?	34.0	40.4	21.2	4.0	0.4	4.04 (0.87)
e. in the fifth grade?	26.1	38.5	26.8	7.0	1.6	3.81 (0.96)
f. in the sixth grade?	40.4	39.3	16.7	3.0	0.7	4.16 (0.86)
18. To what extent do you believe that the content of the Quranic surahs assigned to each grade at the elementary stage is compatible with the students' ability in the following components:						
a. Quranic power?	29.1	44.9	19.3	4.7	2.0	3.94 (0.92)
b. comprehension?	18.7	36.7	33.7	6.8	4.1	3.59 (1.00)
c. relating the meaning to daily life experiences?	23.8	32.8	31.0	8.6	3.8	3.64 (1.05)
d. relating the surahs' content to the curriculum content of the other Islamic education components in the same grade?	26.7	34.8	26.7	7.8	4.1	3.72 (1.07)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
19. To what extent do you sense the presence of a mutual conception or line of thought around which part or all of the curriculum content in each grade at the elementary stage revolves so as to lead to the presence of units each of which would cover the six componenets of Islamic Education - with each unit revolving around one meaning or conception?	22.0	45.1	27.5	3.4	2.0	3.82 (0.89)
20. To what extent do the students learn through this curriculum - in a practical and applicational manner - the principles of Islamic ethics and the performance of prayers?	33.1	41.4	21.2	3.3	1.0	4.02 (0.88)
21. To what extent does the study of Islamic education reflect on the manners of the students:						
a. in the family?	30.8	42.4	18.0	6.8	2.0	3.93 (0.97)
b. in the classroom?	36.2	41.6	17.8	4.0	0.3	4.09 (0.85)
c. in the school in general?	30.1	40.5	22.0	6.8	0.7	3.93 (0.92)
d. in the larger society?	24.9	38.1	27.0	8.0	2.1	3.76 (0.98)
22. To what extent was the full utilization of religious events incorporated into the design of the curriculum in a practical way so that parts related to a reigious event would be taught at the time of its occurrence, thus, these events would have a profound impact on the students' manners by strengthening their faith and promoting prayers and other forms of worhsip? (e.g., teaching the subject of fasting before and during Ramadan; and teaching the subject of Zakatul-fitr (or the conclusion of fasting alms), and Eidul-fitr (or Ramadan Bairam) in the final days of Ramadan; etc.).	24.6	28.0	26.6	14.3	6.5	3.50 (1.19)
23. To what extent do you feel that the contents of some other educational curricula are fully utilized in providing explanatory examples or in establishing a principle of Islamic education:						
a. the sciences?	12.5	26.7	34.5	15.3	11.0	3.14 (1.16)
b. social studies?	19.8	45.8	28.1	5.2	1.0	3.78 (0.86)
24. To what extent did the Islamic Education Curriculum take into consideration the role of the teaching of the Holy Quran (through recitation, explanation, and memorization) in improving the students' mastery of the Arabic language?	36.2	52.5	9.6	0.3	1.3	4.22 (0.74)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A
Curriculum Content: Islamic Studies 1-6
(Supervisor)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and reorganizing the contents of the Islamic Educational Curriculum?	18.2	72.7	9.1	0.0	0.0	4.09 (0.53)
2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you supervise sufficient for realizing the desired goals of the Islamic Educational Curriculum?	45.5	36.4	13.6	4.5	0.0	4.23 (0.87)
3. To what extent does the Islamic Educational Curriculum of the classes you supervise emphasize the historical aspects of Islam?	31.8	50.0	18.2	0.0	0.0	4.14 (0.71)
4. To what extent does the Islamic Educational Curriculum of the classes you supervise emphasize the philosophical aspects of Islam?	9.1	36.4	22.7	22.7	9.1	3.14 (1.17)
5. To what degree does the Islamic Education Curriculum encourage students to participate in some special scholastic activities; such as the Religious Club and the Quranic memorization and recitation contests?	18.2	59.1	13.6	9.1	0.0	3.86 (0.83)
6 To what degree do teachers participate in the process of developing the Islamic Educational Curriculum?	9.1	22.7	45.5	4.5	18.2	3.00 (1.20)
7. What is the degree of integration between the curriculum units of each grade of the elementary stage in Islamic education?	9.1	63.6	22.7	4.5	0.0	3.77 (0.69)
8. To what extent is full integration realized between the Omani Currriculum and the Islamic Educational Curriculum in grades one through six?	14.3	61.9	14.3	9.5	0.0	3.81 (0.81)
9. To what extent, in the Omani Curriculum, is full integration realized between the Islamic Educational Curriculum and the other subjects in the curricula?						
a. Islamic Studies and Arabic Studies	27.3	68.2	4.5	0.0	0.0	4.23 (0.53)
b. Islamic Studies and Social Studies	18.2	54.5	27.3	0.0	0.0	3.91 (0.68)
c. Islamic Studies and Science	10.5	47.4	36.8	5.3	0.0	3.63 (0.76)
d. Islamic Studies and Mathematics	5.6	16.7	33.3	38.9	5.6	2.78 (1.00)
e. Islamic Studies and English	0.0	6.3	12.5	25.0	56.3	1.69 (0.95)
10. To what extent does the curriculum and its methods encourage the students to understand that Islamic education is not only an organized component of knowledge but a method of thinking and behaving as well?	31.8	50.0	18.2	0.0	0.0	4.14 (0.71)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what extent is the practical exercise of religious worship:						
a. an integral part of the Islamic Studies curriculum?	50.0	50.0	0.0	0.0	0.0	4.50 (0.51)
b. a basic component of the Islamic educational method?	57.9	36.8	5.3	0.0	0.0	4.53 (0.61)
12. To what extent does the Islamic Education Curriculum encourage students to develop the new direction and basic skills necessary for critical thinking, such as:						
a. not making hasty judgement?	9.1	54.5	31.8	4.5	0.0	3.68 (0.72)
b. testing the accuracy of information?	18.2	31.8	40.9	9.1	0.0	3.59 (0.91)
c. evaluating sources of information?	10.0	45.0	35.0	0.0	10.0	3.45 (1.05)
d. using varied sources of information?	18.2	36.4	22.7	4.5	18.2	3.32 (1.36)
13. To what extent does the Islamic Education Curriculum encourage students to develop the direction and basic skills necessary for rational thought?						
a. Deduction: application of a general rules in special cases or problems	22.7	31.8	36.4	4.5	4.5	3.64 (1.05)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	19.0	47.6	23.8	4.8	4.8	3.71 (1.01)
14. The contents of the Islamic Education Curriculum in the frist three grades were designed in the form of separate lessons covering the six components of Islamic education. To what extent do you consider that the Separate Lessons Method leads to the realization of the desired integration within the components of Islamic education as stipulated in the Curriculum Project?	33.3	33.3	23.8	0.0	9.5	3.81 (1.21)
15. The curriculum revolves around the six components of Islamic Education- namely, the Holy Quran, the Hadith (i.e., text tradition of the Prophet-May Allah's Peace and Blessings be upon him), Islamic creed, worhip (prayers), the biography of the prophet (May Allah's Peace and Blessing be upon him), and Islamic upbringing. To what extent do you believe that the curriculum's method for dealing with these components have succeeded in achieving a degree of unity and integration between these components?	31.8	45.5	9.1	13.6	0.0	3.96 (1.00)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. The curriculum designers selected a group of short surahs containing difficult expression. To what extent do you believe that such a selection enhances the realization of the three objectives of teaching the Holy Quran in these classes:						
a. Quranic recitation?	57.1	19.0	9.5	4.8	9.5	4.10 (1.34)
b. Quranic exegesis and comprehension?	28.6	33.3	9.5	19.0	9.5	3.52 (1.37)
c. Quranic memorization?	63.6	13.6	9.1	9.1	4.5	4.23 (1.23)
17. To what extent is the number of surahs assigned in each grade of the elemntary stage compatible with the students' degree of rational maturity and assimilation ability:						
a. in the first grade?	38.1	52.4	4.8	4.8	0.0	4.24 (0.77)
b. in the second grade?	47.6	42.9	9.5	0.0	0.0	4.38 (0.67)
c. in the third grade?	50.0	25.0	15.0	10.0	0.0	4.15 (1.04)
d. in the fourth grade?	47.6	28.6	19.0	0.0	4.8	4.14 (1.06)
e. in the fifth grade?	54.5	18.2	22.7	0.0	4.5	4.18 (1.10)
f. in the sixth grade?	59.1	22.7	18.2	0.0	0.0	4.41 (0.80)
18. To what extent do you believe that the content of the Quranic surahs assigned to each grade at the elementary stage is compatible with the students' ability in the following components:						
a. Quranic power?	54.5	22.7	22.7	0.0	0.0	4.32 (0.84)
b. comprehension?	18.2	50.0	13.6	9.1	9.1	3.59 (1.18)
c. relating the meaning to daily life experiences?	28.6	33.3	23.8	14.3	0.0	3.76 (1.04)
d. relating the surahs' content to the curriculum content of the other Islamic education components in the same grade?	13.6	36.4	36.4	4.5	9.1	3.41 (1.10)
19. To what extent do you sense the presence of a mutual conception or line of thought around which part or all of the curriculum content in each grade at the elementary stage revolves so as to lead to the presence of units each of which would cover the six components of Islamic Education - with each unit revolving around one meaning or conception?	4.8	61.9	23.8	0.0	9.5	3.52 (0.98)
20. To what extent do the students learn through this curriculum - in a practical and applicational manner - the principles of Islamic ethics and the performance of prayers?	22.7	68.2	9.1	0.0	0.0	4.14 (0.56)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
21. To what extent does the study of Islamic education reflect on the manners of the students:						
a. in the family?	31.8	22.7	27.3	18.2	0.0	3.68 (1.13)
b. in the classroom?	28.6	19.0	42.9	9.5	0.0	3.67 (1.02)
c. in the school in general?	33.3	23.6	28.6	14.3	0.0	3.76 (1.09)
d. in the larger society?	31.8	31.8	22.7	0.0	13.6	3.68 (1.32)
22. To what extent was the full utilization of religious events incorporated into the design of the curriculum in a practical way so that parts related to a reigious event would be taught at the time of its occurrence, thus, these events would have a profound impact on the students' manners by strengthening their faith and promoting prayers and other forms of worhsip? (e.g. teaching the subject of fasting before and during Ramadan; and teaching the subject of Zakatul-fitr (or the conclusion of fasting alms), and Eidul-fitr (or Ramadan Bairam) in the final days of Ramadan; etc.).	31.8	22.7	27.3	13.6	4.5	3.64 (1.22)
23. To what extent do you feel that the contents of some other educational curricula are fully utilized in providing explanatory examples or in establishing a principle of Islamic education:						
a. the sciences?	18.2	27.3	45.5	9.1	0.0	3.55 (0.91)
b. social studies?	9.1	50.0	36.4	4.5	0.0	3.64 (0.73)
24. To what extent did the Islamic Education Curriculum take into consideration the role of the teaching of the Holy Quran (through recitation, explanation, and memorization) in improving the students' mastery of the Arabic language?	27.3	40.9	31.8	0.0	0.0	3.96 (0.79)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A
Curriculum Content: Arabic Grades 4-6
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	19.0	43.0	26.8	8.4	2.8	3.67 (0.97)
2. To what extent is the amount of class time scheduled for Arabic at your grade level sufficient for the full attainment of the desired goals?	38.0	29.1	16.8	9.5	6.7	3.82 (1.23)
3. To what degree does the Arabic curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or, contests?	18.3	33.3	29.4	11.7	7.2	3.44 (1.13)
4. To what degree do teachers participate in developing the Arabic curriculum?	13.0	31.6	35.0	13.6	6.8	3.31 (1.08)
5. To what extent is there integration among Arabic courses from:						
a. grades 4 through 6?	14.0	31.3	29.1	12.8	12.8	3.21 (1.22)
b. grades 1 through 6?	17.4	50.0	19.1	9.0	4.5	3.67 (1.01)
6. To what degree does the Arabic curriculum help students develop and practice using attitudes and habits essential to logical thinking?	15.5	39.2	26.4	13.5	5.4	3.46 (1.08)
7. To what extent is there integration between Arabic courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?						
a. Arabic and Mathematics	32.4	40.2	14.0	7.8	5.6	3.86 (1.13)
b. Arabic and Science	12.6	34.5	38.5	9.8	4.6	3.41 (0.99)
c. Arabic and Social studies	5.8	24.4	37.8	17.4	14.5	2.90 (1.11)
d. Arabic and English	4.7	17.0	26.3	23.4	28.7	2.46 (1.20)
e. Arabic and Islamic studies	9.0	12.6	17.4	16.2	44.9	2.25 (1.37)
8. To what extent do you feel that the Omani Curriculum in Arabic has succeeded in developing the following skills of classical Arabic language use and usage:						
a. Conversation?	22.2	43.8	16.5	10.8	6.8	3.64 (1.14)
b. Pronounciation?	26.0	38.2	21.4	9.2	5.2	3.71 (1.11)
c. Fluency in reading?	25.4	39.6	21.3	8.3	4.7	3.71 (1.12)
d. Writing correctly (spelling)?	17.5	33.3	32.2	12.3	4.7	3.47 (1.06)
e. Appreciation of grammatical rules?	21.6	34.5	23.0	9.5	11.5	3.45 (1.25)
f. Handwriting (penmanship)?	18.3	36.0	27.4	12.0	6.3	3.48 (1.11)
g. self expression (orally)?	14.3	38.3	29.7	12.6	5.1	3.44 (1.05)
h. Self expression (writing)?	14.0	39.0	26.2	14.0	7.0	3.39 (1.11)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
9. To what extent does the Arabic curriculum in your grade level give emphasis to:						
a. variety of concepts?	26.7	46.7	17.8	5.6	3.3	3.88 (0.98)
b. integration of Omani dialect with classical Arabic?	12.8	34.1	29.6	13.4	10.1	3.26 (1.15)
c. use of classical Arabic in every day communication transactions?	14.4	28.2	34.5	13.2	9.8	3.24 (1.15)
d. suitability of vocabulary used in each book to the age level of each grade?	16.9	42.1	25.8	11.8	3.4	3.57 (1.01)
e. the social and communicative function of language?	10.2	39.8	32.4	14.2	3.4	3.39 (0.97)
f. facilitating the acquisition of the simple grammatical rules designed for these lower level grades?	24.1	39.1	19.5	13.2	4.0	3.66 (1.10)
10. To what extent do you feel that the exposure of the student to a variety of literacy forms (especially nursery rhymes and stories) help develop his appreciation of the musical nature of language and its richness?	24.4	43.8	17.6	9.7	4.5	3.74 (1.07)
11. To what extent do you feel that the study of various forms of Arabic writings (such as: poetry, prose, stories, etc.) help in developing the appreciation of structure and grammatical skills?	22.3	34.6	24.6	12.3	5.6	3.54 (1.16)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Arabic Grades 4-6
(Supervisor)

Item IIA	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	12.0	76.0	12.0	0.0	0.0	4.00 (0.50)
2. To what extent is the amount of class time scheduled for Arabic at your grade level sufficient for the full attainment of the desired goals?	20.0	48.0	32.0	0.0	0.0	3.88 (0.73)
3. To what degree does the Omani Arabic Curriculum emphasis the historical background of the the Arabs as well as their language?	8.0	44.0	44.0	4.0	0.0	3.56 (0.71)
4. To what degree does the Arabic curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	8.0	52.0	36.0	4.0	0.0	3.64 (0.70)
5. To what extent do the supervisors participate in the development of the Arabic curriculum?	8.0	16.0	56.0	8.0	12.0	3.00 (1.04)
6. To what extent is there integration among Arabic courses from:						
a. grades 4 through 6?	16.0	68.0	12.0	4.0	0.0	3.96 (0.68)
b. grades 1 through 6?	4.5	59.1	27.3	9.1	0.0	3.59 (0.73)
7. To what extent is there integration between Arabic courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?						
a. Arabic and Islamic Studies	28.0	48.0	24.0	0.0	0.0	4.04 (0.74)
b. Arabic and Social Studies	8.0	52.0	40.0	0.0	0.0	3.96 (0.63)
c. Arabic and Science	0.0	44.0	44.0	12.0	0.0	3.32 (0.69)
d. Arabic and Mathematics	0.0	28.0	36.0	28.0	8.0	2.84 (0.94)
e. Arabic and English	9.1	27.3	31.8	4.5	27.3	2.86 (1.36)
8. To what extent do you feel that the Omani Curriculum in Arabic has succeeded in developing the following skills of classical Arabic language use and usage:						
a. Conversation?	16.0	44.0	36.0	4.0	0.0	3.72 (0.79)
b. Pronounciation?	20.0	32.0	44.0	4.0	0.0	3.68 (0.85)
c. Fluency in reading?	8.3	41.7	50.0	0.0	0.0	3.58 (0.65)
d. Writing correctly (spelling)?	16.7	29.2	33.3	16.7	4.2	3.38 (1.10)
e. Appreciation of grammatical rules?	16.7	20.8	37.5	16.7	8.3	3.21 (1.18)
f. Handwriting (penmanship)?	8.3	4.2	66.7	16.7	4.2	2.96 (0.86)
g. self expression (orally)?	8.0	40.0	48.0	4.0	0.0	3.52 (0.71)
h. Self expression (writing)?	12.0	24.0	52.0	12.0	0.0	3.36 (0.57)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
9. To what extent does the Arabic curriculum in the various grade levels give emphasis to:						
a. variety of concepts?	20.0	68.0	12.0	0.0	0.0	4.08 (0.57)
b. integration of Omani dialect with classical Arabic?	12.0	40.0	44.0	0.0	4.0	3.56 (0.87)
c. use of classical Arabic in every day communication transactions?	8.3	20.8	66.7	4.2	0.0	3.33 (0.70)
d. suitability of vocabulary used in each book to the age level of each grade?	16.7	50.0	33.3	0.0	0.0	3.83 (0.70)
e. the social and communicative function of language?	8.0	44.0	44.0	4.0	0.0	3.56 (0.71)
f. facilitating the acquisition of the simple grammatical rules designed for these lower level grades?	13.0	39.1	43.5	4.3	0.0	3.61 (0.78)
10. To what extent do you feel that the exposure of the student to a variety of literacy forms (especially nursery rhymes and stories) help develop his appreciation of the musical nature of language and its richness?	20.8	62.5	16.7	0.0	0.0	4.04 (0.62)
11. To what extent do you feel that the study of various forms of Arabic writings (such as: poetry, prose, stories, etc.) help in developing the appreciation of structure and grammatical skills?	12.0	52.0	36.0	0.0	0.0	3.76 (0.66)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Mathematics 4-6
Mathematics
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	35.6	45.4	16.0	3.1	0.0	4.13 (0.79)
2. To what extent is the amount of class time scheduled for Mathematics at your grade level sufficient for the full attainment of the desired goals?	29.4	47.9	14.4	6.2	2.1	3.96 (0.94)
3. To what degree does the Mathematics curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	12.4	27.6	36.5	15.3	8.2	3.21 (1.10)
4. To what degree do teachers participate in developing the Mathematics curriculum?	16.9	39.2	20.9	8.8	14.2	3.36 (1.27)
5. To what extent is there integration between the elementary, preparatory, and secondary school mathematics courses?	10.2	69.5	15.3	2.8	2.3	3.83 (0.74)
6. To what extent is there integration among Mathematics courses from grades 1 through 6?	18.5	30.3	15.7	5.1	30.3	3.02 (1.52)
7. To what extent is there integration between Mathematics courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?						
a. Mathematics and Islamic Studies	10.5	15.3	26.6	16.9	30.6	2.58 (1.34)
b. Mathematics and Arabic	39.1	25.5	18.5	6.0	10.9	3.76 (1.32)
c. Mathematics and Social Studies	16.1	26.0	38.5	10.4	8.9	3.30 (1.13)
d. Mathematics and Science	22.4	27.1	21.4	25.0	4.2	3.39 (1.20)
e. Mathematics and English	28.0	16.7	18.8	11.3	25.3	3.11 (1.55)
8. To what degree are field and practical activities included as part of the mathematics curriculum?	20.8	34.4	22.4	7.7	14.8	3.39 (1.30)
9. To what degree are field and practical activities included as part of the methods of mathematic instruction?	24.2	43.0	22.7	5.5	4.7	3.77 (1.03)
10. To what degree does the science curriculum help students develop and pursue logical thinking?						
a. Deduction: application of a general rule in special cases or problems.	30.9	44.2	17.0	3.6	4.2	3.94 (1.00)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	37.6	39.2	16.0	6.4	0.8	4.06 (0.93)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*,**					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what degree does the science curriculum help students develop and practice using attitudes and habits essential to critical thinking?						
a. Suspending judgement.	26.4	44.7	24.5	1.9	2.5	3.91 (0.90)
b. Testing the accuracy of data.	32.2	42.5	16.1	3.4	5.7	3.92 (1.07)
c. Evaluating sources of data.	18.4	44.2	21.8	10.9	4.8	3.61 (1.06)
d. Using sources of information.	25.7	33.3	20.8	10.4	9.8	3.55 (1.25)
12. The mathematics curriculum has attempted to introduce some of the concepts of modern mathematics starting from the first grade using such concepts as sets, elements of a set, etc. To what extent do you feel that this approach facilitates the study of numbers and the four basic mathematical functions (addition, subtraction, division, and multiplication)?	37.0	38.7	17.6	3.4	3.4	4.03 (1.00)
13. In spite of the extensive use of modern mathematic concepts in the first, second, and third grades, their emphasis gradually decreases in the fourth, fifth, and sixth grades.						
a. To what extent do you feel that this policy is adequate?	39.7	26.5	21.2	7.4	5.3	3.88 (1.17)
b. To what extent do you feel that the same emphasis should be given to the modern mathematic concepts in the higher grades of primary school?	28.0	42.3	15.4	12.1	2.2	3.82 (1.04)
14. To what extent do you feel that the introduction of some of the modern mathematic concepts in the primary school can facilitate the study of mathematics in preparatory school (which is mainly a modern mathematic curriculum)?	48.4	33.3	11.5	4.2	2.6	4.21 (0.98)
15. The Omani Mathematics Curriculum includes within its syllabus some basic mathematical concepts. Starting from the 4th grade and continuing through the 6th grade level, these concepts are developed in both scope and abstraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level**. Answer only those grade levels you teach.						
a. Fourth Grade						
i. Million.	54.4	29.5	8.1	6.7	1.3	4.29 (0.97)
ii. Fractional numbers and equivalent fractions.	61.4	26.9	9.0	2.1	0.7	4.46 (0.80)
iii. Decimals.	46.2	41.4	6.9	3.4	2.1	4.26 (0.89)
iv. Prime numbers.	57.2	29.7	5.5	5.5	2.1	4.36 (0.96)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

** Response code as follows: 5= concept fits perfectly; 4= move to a higher grade; 3= move to a lower grade; 2= concept fits poorly; and 1= concept does not fit at all.

Item IIA	Response**					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some basic mathematical concepts. Starting from the 4th grade and continuing through the 6th grade level, these concepts are developed in both scope and abstraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level**. Answer only those grade levels you teach.						
a. Fourth Grade (con't)						
v. Factors and factoring.	34.7	27.1	16.7	16.7	4.9	3.70 (1.24)
vi. Tabulation of data and graphic representation.	53.6	21.4	10.7	9.3	5.0	4.09 (1.21)
vii. Variables.	29.1	28.4	19.9	14.9	7.8	3.56 (1.27)
viii. Equality and inequality.	25.7	42.1	20.7	7.9	3.6	3.79 (1.03)
ix. Plane, area of a plane, square unit (cm^2).	51.1	24.1	13.5	7.1	4.3	4.11 (1.15)
x. Parallel and perpendicular.	52.0	29.0	11.6	5.8	0.7	4.28 (0.93)
xi. Acute, obtuse, right and inverse angles.	41.4	42.1	13.6	0.7	2.1	4.20 (0.86)
xii. Three-dimensional shapes.	38.1	42.4	15.1	2.2	2.2	4.12 (0.90)
xiii. Pyramid and cone.	41.3	25.4	15.2	10.1	8.0	3.82 (1.29)
b. Fifth Grade						
i. Common multiples.	48.3	31.1	13.9	3.3	3.3	4.18 (1.01)
ii. Least common multiples.	41.9	35.8	15.5	3.4	3.4	4.10 (1.01)
iii. Common factors	47.3	31.3	15.3	5.3	0.7	4.19 (0.93)
iv Square and square root.	41.0	25.6	23.1	6.4	3.8	3.94 (1.12)
v. Decimal place.	50.6	34.0	12.2	2.6	0.6	4.31 (0.83)
vi. Value in terms of decimal place.	33.1	39.6	22.7	3.9	0.6	4.06 (0.88)
vii. Symbols to express variables.	30.7	32.7	28.8	5.9	2.0	3.84 (0.99)
viii. Volume	29.2	35.1	18.8	8.4	8.4	3.68 (1.22)
ix. Cubic units for volume.	34.2	31.6	17.4	7.1	9.7	3.74 (1.27)
x. Parallel to a plane.	39.0	24.0	25.3	7.8	3.9	3.86 (1.14)
xi. Perpendicular to a plane.	22.7	33.1	31.2	7.1	5.8	3.60 (1.09)
xii. Regular and non-regular multi-sided figures.	30.3	32.9	21.7	8.6	6.6	3.72 (1.18)
c. Sixth Grade						
i. Rounding off of numbers.	47.5	29.7	17.1	4.4	1.3	4.18 (0.95)
ii. Percentage.	44.3	29.1	16.5	7.0	3.2	4.04 (1.09)
iii. Proportion and proportionality.	42.4	29.7	19.0	5.7	3.2	4.03 (1.06)
iv. Interest (simple and compound).	35.4	29.1	23.4	6.3	5.7	3.82 (1.15)
v. Time rate.	31.0	36.1	22.8	7.0	3.2	3.85 (1.04)
vi. Average.	41.4	38.9	12.7	3.8	3.2	4.12 (0.99)
vii. Range.	52.6	28.2	14.1	1.9	3.2	4.25 (0.99)
viii. Algebraic expression.	30.1	36.5	19.9	7.1	6.4	3.77 (1.15)
ix. Mathematical relation.	36.1	25.8	23.2	10.3	4.5	3.79 (1.17)
x. Surfce area of a three-dimensional figure.	25.5	35.0	22.9	10.8	5.7	3.64 (1.14)
xi. Similarity in geometric figures.	25.5	33.8	24.2	12.1	4.5	3.64 (1.12)

** Response code as follows: 5= concept fits perfectly; 4= move to a higher grade; 3= move to a lower grade; 2= concept fits poorly; and 1= concept does not fit at all.

Item IIA	Response***					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. If you think that some of the concepts in item 15 do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by responding appropriately***.						
a. Fourth Grade						
i. Million.	23.9	28.3	19.6	27.5	0.7	3.47 (1.15)
ii. Fractional numbers.	23.4	29.1	17.7	28.4	1.4	3.45 (1.17)
iii. Equivalent fractions.	25.2	36.0	9.4	26.6	2.9	3.54 (1.21)
iv. Decimals	28.3	28.3	11.6	29.7	2.2	3.51 (1.25)
v. Prime numbers.	27.9	27.9	10.0	32.1	2.1	3.47 (1.26)
vi. Factors and factoring.	18.7	36.0	20.9	20.9	3.6	3.45 (1.12)
vii. Tabulation of data and graphic representation.	18.2	43.4	16.1	20.3	2.1	3.55 (1.07)
vii. Variables.	16.7	36.2	22.5	21.7	2.9	3.42 (1.09)
ix. Equality and inequality.	17.4	39.1	17.4	24.6	1.4	3.46 (1.09)
x. Plane, area of a plane, square unit (cm2).	18.4	42.6	16.2	20.6	2.2	3.54 (1.08)
xi. Parallel and perpendicular.	22.0	41.7	14.4	18.9	3.0	3.61 (1.12)
xii. Acute, obtuse, right and inverse angles.	19.9	25.0	15.4	36.8	2.9	3.22 (1.22)
xiii. Three-dimensional shapes, pyramid and cone.	20.7	43.0	15.6	20.0	0.7	3.63 (1.05)
b. Fifth Grade						
i. Common multiples.	15.3	28.0	14.0	38.7	4.0	3.12 (1.20)
ii. Least common multiples.	15.3	28.0	18.0	24.0	4.7	3.15 (1.19)
iii. Common factors	15.3	28.7	14.7	36.7	4.7	3.13 (1.20)
iv Square and square root.	18.8	35.6	12.8	30.2	2.7	3.38 (1.18)
v. Decimal place.	9.6	15.1	11.0	58.9	5.5	2.64 (1.11)
vi. Value in terms of decimal place.	9.5	21.6	13.5	51.4	4.1	2.81 (1.12)
vii. Symbols to express variables.	12.5	25.0	5.6	54.2	2.8	2.90 (1.19)
viii. Volume, cubic units for volume.	18.5	50.7	11.6	18.5	0.7	3.68 (1.00)
ix. Parallel to a plane.	18.2	41.3	17.5	21.7	1.4	3.53 (1.07)
x. Perpendicular to a plane.	24.7	34.9	15.8	22.6	2.1	3.58 (1.15)
xi. Regular and non-regular multi-sided figures.	19.4	35.4	16.7	23.6	4.9	3.41 (1.19)
c. Sixth Grade						
i. Rounding off of numbers.	16.8	16.8	18.7	38.1	9.7	2.93 (1.27)
ii. Percentage.	6.5	10.4	13.0	46.1	24.0	2.29 (1.14)
iii. Proportion and proportionality.	6.4	15.6	7.8	45.4	24.8	2.33 (1.19)
iv. Interest (simple and compound).	9.2	15.1	10.5	44.1	21.1	2.47 (1.24)
v. Time rate.	12.0	22.0	16.7	37.3	12.0	2.85 (1.24)
vi. Average.	7.9	14.5	21.7	43.4	12.5	2.62 (1.12)
vii. Range.	15.6	26.6	18.2	33.1	6.5	3.12 (1.22)
viii. Algebraic expression.	20.6	34.8	15.5	25.8	3.2	3.44 (1.17)
ix. Mathematical relation.	15.2	35.8	14.6	29.8	4.6	3.27 (1.18)
x. Surface area of a three-dimensional figure.	14.4	32.0	14.4	30.7	8.5	3.13 (1.24)
xi. Similarity in geometric figures.	15.2	39.7	12.6	26.5	6.0	3.32 (1.19)

*** Response code as follows: 5= eliminate concept entirely; 4= move to a higher grade; 3= move to a lower grade; 2= move to Preparatory school; and 1= keep the concept were it is.

Item IIA	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent do you feel that starting to teach Algebra in the sixth grade is appropriate in light of:						
a. the maturity level of students at this age.	12.0	22.8	33.5	12.7	19.0	2.96 (1.27)
b. the level of abstraction of Algebraic concepts.	13.4	26.8	29.9	15.3	14.6	3.09 (1.24)
c. the level of training of primary school teachers to teach Algebra.	19.9	37.2	25.0	7.7	10.3	3.49 (1.19)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Mathematics 4-6
Mathematics
(Supervisor)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	34.6	50.0	15.4	0.0	0.0	4.19 (0.69)
2. To what extent is the amount of class time scheduled for mathematics at the various grade levels sufficient for the full attainment of the desired goals?	38.5	38.5	23.1	0.0	0.0	4.15 (0.78)
3. To what degree does the Mathematics Curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	11.5	19.2	57.7	7.7	3.8	3.27 (0.92)
4. To what degree do supervisors participate in developing the Mathematics curriculum?	0.0	29.6	48.1	7.4	14.8	2.93 (1.00)
5. To what extent is there integration between the elementary, preparatory, and secondary school mathematics courses?	11.5	73.1	11.5	3.8	0.0	3.92 (0.63)
6. To what extent is there integration among mathematics courses from grade 1 through 6?	25.9	55.6	14.8	3.7	0.0	4.04 (0.76)
7. To what extent is there integration between mathematics courses and the other subjects in the primary curriculum?						
a. Mathematics and Islamic Studies	3.8	34.6	26.9	19.2	15.4	2.92 (1.16)
b. Mathematics and Arabic Studies	18.5	25.9	37.0	14.8	3.7	3.41 (1.08)
c. Mathematics and Social Studies	3.8	34.6	38.5	15.4	7.7	3.12 (0.99)
d. Mathematics and Science	29.6	33.3	29.6	7.4	0.0	3.85 (0.95)
e. Mathematics and English	0.0	13.6	18.2	36.4	31.8	2.14 (1.04)
8. To what degree are field and practical activities included as part of the Mathematics Curriculum?	19.2	50.0	26.9	3.8	0.0	3.85 (0.78)
9. To what degree are field and practical activities included as part of the methods of mathematic instruction?	19.2	61.5	19.2	0.0	0.0	4.00 (0.63)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what degree does the Mathematics Curriculum help students develop and practice these attitudes and habits essential to logical thinking?						
a. Deduction: application of a general rule in special cases or problems.	33.3	54.2	12.5	0.0	0.0	4.21 (0.66)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	42.3	42.3	11.5	3.8	0.0	4.23 (0.82)
11. To what degree does the Mathematics Curriculum help students develop and practice using attitudes and habits essential to critical thinking:						
a. suspending judgement?	38.5	34.6	23.1	3.8	0.0	4.08 (0.89)
b. testing the accuracy of data?	44.0	40.0	12.0	0.0	4.0	4.20 (0.96)
c. evaluating sources of data?	46.2	26.9	11.5	7.7	7.7	3.96 (1.28)
d. using various sources of information?	26.9	26.9	30.8	7.7	7.7	3.58 (1.21)
12. The Mathematics Curriculum has attempted to introduce some of the concepts of modern mathematics starting from the first grade using such concepts as sets, elements of a set, etc.. To what extent do you feel that this approach facilitates the study of numbers and the four basic mathematical functions (addition, subtraction, division, and multiplication)?	34.6	46.2	11.5	3.8	3.8	4.04 (1.00)
13. In spite of the extensive use of modern mathematic concepts in the first, second, and third grades, their emphasis gradually decreases in the fourth, fifth, and sixth grades.						
a. To what extent do you feel that this policy is adequate?	18.5	44.4	25.9	0.0	11.1	3.59 (1.15)
b. To what extent do you feel that the same emphasis should be given to the modern mathematic concepts in the higher grades of primary school?	29.6	33.3	14.8	14.8	7.4	3.63 (1.28)
14. To what extent do you feel that the introduction of some of the modern mathematic concepts in the primary school can facilitate the study of mathematics in preparatory school (which is mainly a modern mathematic curriculum)?	38.5	38.5	19.2	0.0	3.8	4.08 (0.98)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response**					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. The Omani Mathematics Curriculum includes within its syllabus some basic mathematical concepts. Starting from the 4th grade and continuing through the 6th grade level, these concepts are developed in both scope and abstraction. Rate how well these mathematical concepts fit the student's level of mental development as they are associated with your grade level**. Answer only those grade levels you teach.						
a. Fourth Grade						
i. Million.	53.8	26.9	19.2	0.0	0.0	4.35 (0.80)
ii. Fractional numbers and equivalent fractions.	50.0	30.8	15.4	3.8	0.0	4.27 (0.87)
iii. Decimals.	34.6	46.2	19.2	0.0	0.0	4.15 (0.73)
iv. Prime numbers.	38.5	34.6	19.2	7.7	0.0	4.04 (0.96)
v. Factors and factoring.	28.0	36.0	28.0	4.0	4.0	3.80 (1.04)
vi. Tabulation of data and graphic representation.	19.2	30.8	26.9	3.8	19.2	3.27 (1.38)
vii. Variables.	12.5	29.2	29.2	4.2	25.0	3.00 (1.38)
viii. Equality and inequality.	20.8	45.8	16.7	4.2	12.5	3.58 (1.25)
ix. Plane, area of a plane, square unit (cm^2).	15.4	38.5	26.9	7.7	11.5	3.39 (1.20)
x. Parallel and perpendicular.	28.0	28.0	24.0	8.0	12.0	3.52 (1.33)
xi. Acute, obtuse, right and inverse angles.	30.8	42.3	26.9	0.0	0.0	4.04 (0.77)
xii. Three-dimensional shapes.	26.9	34.6	26.9	7.7	3.8	3.73 (1.08)
xiii. Pyramid and cone.	15.4	19.2	23.1	19.2	23.1	2.85 (1.41)
b. Fifth Grade						
i. Common multiples.	33.3	44.4	7.4	7.4	7.4	3.89 (1.19)
ii. Least common multiples.	44.4	44.4	11.1	0.0	0.0	4.33 (0.68)
iii. Common factors	37.0	44.4	18.5	0.0	0.0	4.19 (0.74)
iv Square and square root.	37.5	25.0	25.0	8.3	4.2	3.83 (1.17)
v. Decimal place.	37.0	48.1	11.1	0.0	3.7	4.15 (0.91)
vi. Value in terms of decimal place.	33.3	55.6	3.7	7.4	0.0	4.15 (0.82)
vii. Symbols to express variables.	22.2	55.6	14.8	3.7	3.7	3.89 (0.93)
viii. Volume	11.5	46.2	23.1	0.0	19.2	3.31 (1.29)
ix. Cubic units for volume.	11.1	40.7	33.3	3.7	11.1	3.37 (1.12)
x. Parallel to a plane.	14.8	40.7	29.6	7.4	7.4	3.48 (1.09)
xi. Perpendicular to a plane.	11.1	40.7	22.2	3.7	22.2	3.15 (1.35)
xii. Regular and non-regular multi-sided figures.	14.8	44.4	18.5	3.7	18.5	3.33 (1.33)
c. Sixth Grade						
i. Rounding off of numbers.	50.0	42.3	3.8	3.8	0.0	4.39 (0.75)
ii. Percentage.	53.8	42.3	3.8	0.0	0.0	4.50 (0.58)
iii. Proportion and proportionality.	48.1	48.1	3.7	0.0	0.0	4.44 (0.58)
iv. Interest (simple and compound).	48.1	40.7	11.1	0.0	0.0	4.37 (0.69)
v. Time rate.	37.0	55.6	3.7	3.7	0.0	4.26 (0.71)
vi. Average.	51.9	37.0	7.4	0.0	3.7	4.33 (0.92)
vii. Range.	40.7	33.3	22.2	3.7	0.0	4.07 (1.00)
viii. Algebraic expression.	22.2	44.4	14.8	3.7	14.8	3.56 (1.31)
ix. Mathematical relation.	29.6	40.7	18.5	3.7	7.4	3.82 (1.15)
x. Surfce area of a three-dimensional figure.	29.6	40.7	18.5	7.4	3.7	3.85 (1.06)
xi. Similarity in geometric figures.	37.0	33.3	18.5	7.4	3.7	3.93 (1.11)

** Response code as follows: 5= concept fits perfectly; 4= move to a higher grade; 3= move to a lower grade; 2= concept fits poorly; and 1= concept does not fit at all.

Item IIA	Response***					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. If you think that some of the concepts in item 15 do not fit the grade level that they were designated for, identify these concepts, and suggest what modification should be performed by responding appropriately***.						
a. Fourth Grade						
i. Million.	6.3	25.0	0.0	68.8	0.0	2.69 (1.08)
ii. Fractional numbers.	7.1	28.6	0.0	64.3	0.0	2.79 (1.12)
iii. Equivalent fractions.	6.7	20.0	6.7	66.7	0.0	2.67 (1.05)
iv. Decimals	6.3	37.5	0.0	56.3	0.0	2.94 (1.12)
v. Prime numbers.	7.1	14.3	7.1	71.4	0.0	2.57 (1.02)
vi. Factors and factoring.	7.1	28.6	7.1	57.1	0.0	2.86 (1.10)
vii. Tabulation of data and graphic representation.	15.8	52.6	5.3	26.3	0.0	3.58 (1.07)
viii. Variables.	11.8	47.1	0.0	41.2	0.0	3.29 (1.16)
ix. Equality and inequality.	12.5	31.3	6.3	50.0	0.0	3.06 (1.18)
x. Plane, area of a plane, square unit (cm^2).	5.9	58.8	0.0	35.3	0.0	3.35 (1.06)
xi. Parallel and perpendicular.	6.7	53.3	0.0	40.0	0.0	3.27 (1.10)
xii. Acute, obtuse, right and inverse angles.	0.0	33.3	6.7	60.0	0.0	2.73 (0.96)
xiii. Three-dimensional shapes, pyramid and cone.	11.8	35.3	0.0	52.9	0.0	3.06 (1.20)
b. Fifth Grade						
i. Common multiples.	6.7	20.0	6.7	66.7	0.0	2.67 (1.05)
ii. Least common multiples.	0.0	21.4	7.1	71.4	0.0	2.50 (0.86)
iii. Common factors	0.0	20.0	6.7	73.3	0.0	2.47 (0.83)
iv Square and square root.	5.9	11.8	5.9	76.5	0.0	2.47 (0.94)
v. Decimal place.	0.0	26.7	6.7	66.7	0.0	2.60 (0.91)
vi. Value in terms of decimal place.	0.0	13.3	6.7	80.0	0.0	2.33 (0.72)
vii. Symbols to express variables.	0.0	29.4	0.0	70.6	0.0	2.59 (0.94)
viii. Volume, cubic units for volume.	5.9	29.4	0.0	58.8	5.9	2.71 (1.16)
ix. Parallel to a plane.	16.7	11.1	5.6	66.7	0.0	2.78 (1.22)
x. Perpendicular to a plane.	5.9	23.5	5.9	64.7	0.0	2.71 (1.05)
xi. Regular and non-regular multi-sided figures.	11.8	23.5	5.9	58.8	0.0	2.88 (1.17)
c. Sixth Grade						
i. Rounding off of numbers.	6.7	0.0	0.0	93.3	0.0	2.20 (0.78)
ii. Percentage.	0.0	0.0	0.0	100.0	0.0	2.00 (0.00)
iii. Proportion and proportionality.	0.0	0.0	0.0	100.0	0.0	2.00 (0.00)
iv. Interest (simple and compound).	0.0	6.7	0.0	93.3	0.0	2.13 (0.52)
v. Time rate.	0.0	0.0	6.3	93.8	0.0	2.06 (0.25)
vi. Average.	0.0	12.5	0.0	87.5	0.0	2.25 (0.68)
vii. Range.	0.0	20.0	0.0	80.0	0.0	2.40 (0.83)
viii. Algebraic expression.	5.9	23.5	0.0	70.6	0.0	2.65 (1.06)
ix. Mathematical relation.	0.0	25.0	0.0	75.0	0.0	2.50 (0.89)
x. Surface area of a three-dimensional figure.	0.0	26.7	0.0	73.3	0.0	2.53 (0.92)
xi. Similarity in geometric figures.	6.7	26.7	0.0	66.7	0.0	2.73 (1.10)

*** Response code as follows: 5= eliminate concept entirely; 4= move to a higher grade; 3= move to a lower grade; 2= move to Preparatory school; and 1= Keep the concept were it is.

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent do you feel that starting to teach Algebra in the sixth grade is appropriate in light of:						
a. the maturity level of students at this age?	14.3	33.3	23.8	14.3	14.3	3.19 (1.29)
b. the level of abstraction of Algebraic concepts?	4.8	33.3	28.6	14.3	19.0	2.91 (1.22)
c. the level of training of primary school teachers to teach Algebra?	9.5	38.1	28.6	9.5	14.3	3.19 (1.21)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Science 4-6
Science
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	16.1	54.0	24.6	4.5	0.9	3.80 (0.79)
2. To what extent is the amount of class time scheduled for science at your grade level sufficient for the full attainment of the desired goals?	32.6	44.5	15.0	4.4	3.5	3.98 (0.99)
3. To what extent do the curricula at your grade level give emphasis to the histroical aspects of science?	16.9	23.6	40.9	12.4	6.2	3.32 (1.09)
4. To what degree does the Science Curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	15.2	31.8	31.8	13.9	7.2	3.34 (1.12)
5. To what degree do teachers participate in developing the science curriculum?	8.8	32.7	27.6	12.4	18.4	3.01 (1.24)
6. To what extent is there integration between the various units making the syllabus of each grade level in the primary school?	12.0	45.2	27.2	11.1	4.6	3.49 (1.00)
7. To what extent is there integration among science courses from grades I through 6?	11.5	49.1	28.0	6.4	5.0	3.56 (0.96)
8. To what extent is there integration between science courses and the areas of the other subjects matter?						
a. Science and Islamic Studies	18.8	37.2	30.3	8.3	5.5	3.56 (1.06)
b. Science and Arabic Studies	16.5	41.0	25.0	10.4	7.1	3.50 (1.10)
c. Science and Mathematics	23.6	39.4	23.6	8.8	4.6	3.69 (1.07)
d. Science and Social Studies	13.8	30.0	32.7	16.1	7.4	3.27 (1.12)
e. Science and English	7.2	10.6	19.3	19.8	43.0	2.19 (1.29)
9. To what extent do the content and strategies used encourage the students to understand that science is a method of thinking as well as a structural body of knowledge?	17.6	47.7	23.0	7.2	4.5	3.67 (1.00)
10. To what degree are practical and field activties:						
a. an integral part of the science curriculum?	24.8	44.6	19.8	7.7	3.2	3.80 (1.00)
b. a basic part of the method of instruction?	32.7	41.1	16.8	6.5	2.8	3.94 (1.01)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what degree does the science curriculum help students develop and practice using the following attitudes and habits essential to critical thinking?						
a. suspending judgement.	22.8	41.1	28.1	6.7	1.3	3.77 (0.92)
b. testing the accuracy of data.	25.4	38.8	28.1	5.8	1.8	3.80 (0.95)
c. evaluating sources of data.	13.2	39.7	32.4	9.6	5.0	3.47 (1.01)
d. using sources of information.	24.1	32.1	26.3	10.3	7.1	3.56 (1.17)
12. To what degree does the science curriculum help students develop and pursue logical thinking?						
a. Deduction: application of a general rule in special cases or problems?	17.3	42.7	30.7	6.2	3.1	3.65 (0.94)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	23.6	39.6	28.0	6.7	2.2	3.76 (0.96)
13. The science curriculum for grades 4-6 introduces a variety of concepts grouped into topics or units. To what extent do the following concepts fit the developing mental maturity level of the students at the grade level for which these topics were designed to be implemented? (Answer only that portion that pertains to the grade level that you supervise.)						
a. Fourth Grade						
i. The organs of the human body.	20.6	37.6	26.2	9.9	5.7	3.57 (1.10)
ii. Refraction, reflection, and vision.	12.8	28.4	35.5	13.5	9.9	3.21 (1.14)
iii. Sound and hearing.	18.1	39.9	25.4	13.8	2.9	3.57 (1.03)
iv. Evaporation, condensation, distillation.	12.9	38.6	29.3	15.0	4.3	3.41 (1.03)
v. Matter, states of matter, change of state.	20.4	41.5	26.1	8.5	3.5	3.67 (1.01)
vi. Soil and fertilization.	28.9	42.3	16.2	8.5	4.2	3.83 (1.07)
b. Fifth Grade						
i. Classification.	39.1	48.7	7.7	1.3	3.2	4.19 (0.88)
ii. First aid.	48.4	39.0	7.5	1.9	3.1	4.28 (0.92)
iii. Lever, force and resistance.	19.5	34.0	31.4	10.1	5.0	3.53 (1.07)
iv. Energy and work, energy and heat, transformations.	21.8	37.8	25.0	8.3	7.1	3.59 (1.13)
v. Combustion as chemical change, respiration.	22.6	41.5	22.0	10.1	3.8	3.69 (1.05)
vi. Earth's crust, erosion and natural resources.	18.6	36.6	23.0	10.6	11.2	3.41 (1.23)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The science curriculum for grades 4-6 introduces a variety of concepts grouped into topics or units. To what extent do the following concepts fit the developing mental maturity level of the students at the grade level for which these topics were designed to be implemented? (Answer only that portion that pertains to the grade level that you supervise.) (con't)						
c. Sixth Grade						
i. Units and measurement (mass, weight, etc.).	41.7	40.5	12.5	3.0	2.4	4.16 (0.92)
ii. Pressure and bouyancy.	21.0	46.1	23.4	7.2	2.4	3.76 (0.95)
iii. Atoms and molecules.	20.2	33.3	32.7	10.1	3.6	3.57 (1.04)
iv. Physical and chemical change.	31.5	47.6	13.7	4.8	2.4	4.01 (0.93)
v. Elements, compounds, mixtures.	30.9	50.3	14.5	3.6	0.6	4.07 (0.81)
vi. Solutions and saturation.	30.3	40.0	21.8	6.1	1.8	3.91 (0.96)
vii. Acid and base.	28.0	47.6	17.7	6.1	0.6	3.96 (0.87)
viii. Environmental relationship (parasitism, predation, adaptation).	50.0	34.9	12.7	0.6	1.8	4.31 (0.85)
ix. Magnetic field.	27.7	43.9	18.1	7.7	2.6	3.87 (0.99)
x. Electric charge, currents, field resistance, and circuits.	19.5	35.1	27.9	10.4	7.1	3.49 (1.13)
14. The syllabus for grades 4-6 includes the development of many skills in light of the content and the objectives of the curriculum. To what extent are cognitive and psychomotor skills such as using and handling apparatus, forming hypotheses, experimental verification, designing investigations, etc. achieved in the Omani Science Curriculum through:						
a. the maturity level of students?	14.5	33.9	37.6	8.6	5.4	3.43 (1.02)
b. the availability of materials to do the activities suggested in the curriculum?	7.2	26.2	33.0	17.2	16.3	2.91 (1.17)
c. the availability of laboratories or activity rooms to do practical activities?	8.6	25.9	23.2	14.1	28.2	2.73 (1.34)
15. To what extent does the study of each unit in the science curriclum (at a certain grade level) facilitate the learning of the subject matter in the unit that follows in:						
a. the fourth grade?	18.7	24.7	36.7	10.8	9.0	3.33 (1.17)
b. the fifth grade?	15.8	32.2	33.9	11.5	6.6	3.39 (1.09)
c. the sixth grade?	22.8	26.6	38.6	7.1	4.9	3.55 (1.07)
16. To what extent is the content suggested in the new curriculum:						
a. attractive to students?	14.9	36.5	37.8	7.7	3.2	3.52 (0.95)
b. interesting and enjoyable?	17.6	36.5	31.5	11.7	2.7	3.55 (1.00)
c. motivating to those students involved in the suggested activities?	15.4	31.7	32.6	12.7	7.7	3.34 (1.12)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Science 4-6
Science
(Supervisor)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	24.0	60.0	16.0	0.0	0.0	4.08 (0.64)
2. To what extent is the amount of class time scheduled for science at your grade level sufficient for the full attainment of the desired goals?	53.8	34.6	11.5	0.0	0.0	4.42 (0.70)
3. To what extent do the curricula at your grade level give emphasis to the histroical aspects of science?	15.4	53.8	23.1	3.8	3.8	3.73 (0.92)
4. To what degree does the Science Curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	15.4	30.8	50.0	3.8	0.0	3.58 (0.81)
5. To what degree do supervisors participate in developing the Science curriculum?	0.0	15.0	50.0	35.0	0.0	2.80 (0.70)
6. To what extent is there integration between the various units making the syllabus of each grade level in the primary school?	63.2	26.3	10.5	0.0	0.0	3.53 (0.70)
7. To what extent is there integration among science courses from grades 1 through 6?	15.0	40.0	35.0	10.0	0.0	3.60 (0.88)
8. To what extent is there integration between science courses and the areas of the other subjects matter?						
a. Science and Islamic Studies	11.5	46.2	38.5	3.8	0.0	3.65 (0.75)
b. Science and Arabic Studies	12.0	40.0	32.0	16.0	0.0	3.48 (0.92)
c. Science and Mathematics	15.4	53.8	26.9	3.8	0.0	3.77 (0.86)
d. Science and Social Studies	12.0	36.0	32.0	16.0	4.0	3.36 (1.04)
e. Science and English	4.3	8.7	17.4	30.4	39.1	2.09 (1.16)
9. To what extent do the content and strategies used encourage the students to understand that science is a method of thinking as well as a structural body of knowledge?	8.3	62.5	25.0	4.2	0.0	3.75 (0.68)
10. To what degree are practical and field activties:						
a. an integral part of the science curriculum?	26.9	61.5	11.5	0.0	0.0	4.15 (0.61)
b. a basic part of the method of instruction?	30.8	57.7	11.5	0.0	0.0	4.19 (0.63)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what degree does the Science Curriculum help students develop and practice using the following attitudes and habits essential to critical thinking:						
a. suspending judgement?	19.2	53.8	26.9	0.0	0.0	3.92 (0.69)
b. testing the accuracy of data?	28.0	44.0	24.0	0.0	0.0	3.92 (0.75)
c. evaluating sources of data?	16.0	44.0	28.0	8.0	4.0	3.60 (1.00)
d. using sources of information?	15.4	46.2	23.1	3.8	11.5	3.50 (1.18)
12. To what degree does the science curriculum help students develop and pursue logical thinking?						
a. Deduction: application of a general rule in special cases or problems.	15.4	61.5	15.4	7.7	0.0	3.85 (0.78)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	19.2	61.5	15.4	3.8	0.0	3.96 (0.72)
13. The science curriculum for grades 4-6 introduces a variety of concepts grouped into topics or units. To what extent do the following concepts fit the developing mental maturity level of the students at the grade level for which these topics were designed to be implemented? (Answer only that portion that pertains to the grade level that you supervise.)						
a. Fourth Grade						
i. The organs of the human body.	41.7	33.3	12.5	4.2	8.3	3.96 (1.23)
ii. Refraction, reflection, and vision.	15.4	50.0	26.9	3.8	3.8	3.69 (0.93)
iii. Sound and hearing.	23.1	53.8	15.4	3.8	3.8	3.89 (0.95)
iv. Evaporation, condensation, distillation.	23.1	61.5	11.5	0.0	3.8	4.00 (0.85)
v. Matter, states of matter, change of state.	26.9	50.0	15.4	3.8	3.8	3.92 (0.98)
vi. Soil and fertilization.	32.0	32.0	36.0	0.0	0.0	3.96 (0.84)
b. Fifth Grade						
i. Classification.	23.1	53.8	19.2	0.0	3.8	3.92 (0.89)
ii. First aid.	52.0	48.0	0.0	0.0	0.0	4.52 (0.51)
iii. Lever, force and resistance.	42.3	34.6	15.4	7.7	0.0	4.12 (0.95)
iv. Energy and work, energy and heat, transformations.	26.9	34.6	26.9	11.5	0.0	3.77 (0.99)
v. Combustion as chemical change, respiration.	19.2	50.0	26.9	3.8	0.0	3.85 (0.78)
vi. Earth's crust, erosion and natural resources.	15.4	30.8	34.6	19.2	0.0	3.42 (0.99)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The science curriculum for grades 4-6 introduces a variety of concepts grouped into topics or units. To what extent do the following concepts fit the developing mental maturity level of the students at the grade level for which these topics were designed to be implemented? (Answer only that portion that pertains to the grade level that you supervise.) (con't)						
c. Sixth Grade						
i. Units and measurement (mass, weight, etc.).	44.0	44.0	4.0	8.0	0.0	4.24 (0.88)
ii. Pressure and bouyancy.	32.0	40.0	20.0	8.0	0.0	3.96 (0.94)
iii. Atoms and molecules.	4.0	44.0	32.0	12.0	8.0	3.24 (1.01)
iv. Physical and chemical change.	20.0	52.0	28.0	0.0	0.0	3.92 (0.70)
v. Elements, compounds, mixtures.	28.0	52.0	16.0	4.0	0.0	4.04 (0.79)
vi. Solutions and saturation.	24.0	64.0	12.0	0.0	0.0	4.12 (0.60)
vii. Acid and base.	28.0	44.0	24.0	4.0	0.0	3.96 (0.84)
viii. Environmental relationship (parasitism, predation, adaptation).	32.0	48.0	12.0	4.0	4.0	4.00 (1.00)
ix. Magnetic field.	19.2	50.0	30.8	0.0	0.0	3.89 (0.71)
x. Electric charge, currents, field resistance, and circuits.	15.4	50.0	30.8	3.8	0.0	3.77 (0.77)
14. The syllabus for grades 4-6 includes the development of many skills in light of the content and the objectives of the curriculum. To what extent are cognitive and psychomotor skills such as using and handling aparatus, forming hypotheses, experimental verification, designing investigations, etc. achieved in the Omani Science Curriculum through:						
a. the maturity level of students?	7.7	34.6	46.2	11.5	0.0	3.39 (0.80)
b. the availability of materials to do the activities suggested in the curriculum?	3.8	11.5	42.3	34.6	7.7	2.69 (0.93)
c. the availability of laboratories or activity rooms to do practical activities?	3.8	11.5	42.3	23.1	19.2	2.58 (1.07)
15. To what extent does the study of each unit in the science curriclum (at a certain grade level) facilitate the learning of the subject matter in the unit that follows in:						
a. the fourth grade?	20.0	16.0	56.0	4.0	4.0	3.44 (1.00)
b. the fifth grade?	16.0	20.0	56.0	8.0	0.0	3.44 (0.87)
c. the sixth grade?	24.0	24.0	48.0	4.0	0.0	3.68 (0.90)
16. To what extent is the content suggested in the new curriculum:						
a. attractive to students?	38.5	26.9	26.9	3.8	3.8	3.92 (1.09)
b. interesting and enjoyable?	26.9	38.5	30.8	0.0	3.8	3.85 (0.97)
c. motivating to those students involved in the suggested activities?	34.6	15.4	46.2	3.8	0.0	3.81 (0.98)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Social Studies 4-6
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	40.9	43.5	13.5	2.1	0.0	4.23 (0.76)
2. To what extent is the amount of class time scheduled for Social Studies at your grade level sufficient for the full attainment of the desired goals?	25.7	56.1	11.8	5.3	1.1	4.00 (0.83)
3. To what degree does the Social Studies curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	17.6	38.6	24.8	9.8	9.2	3.46 (1.16)
4. To what degree do teachers participate in developing the Social Studies curriculum?	13.6	37.1	28.0	12.1	9.1	3.34 (1.14)
5. To what extent is there a gradient in scope and sophistication of language between elementary, preparatory, and secondary Social Studies courses?	16.6	71.3	8.8	2.2	1.1	4.00 (0.67)
6. To what extent is there integration among Social Studies courses from grades 4 through 6?	9.1	70.9	16.0	3.4	0.6	3.85 (0.65)
7. To what extent is there integration between Social Studies courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?						
a. Social Studies and Islamic	41.2	42.9	9.2	4.2	2.5	4.16 (0.94)
b. Social Studies and Arabic	53.2	32.1	11.6	1.1	2.1	4.33 (0.88)
c. Social Studies and Science	15.6	36.9	40.2	4.5	2.8	3.58 (0.90)
d. Social Studies and Mathematics	17.3	16.2	24.9	33.0	8.6	3.01 (1.24)
e. Social Studies and English	39.7	16.8	8.7	11.4	23.4	3.38 (1.64)
8. To what extent do the content and strategies used encourage the students to understand that the study of social matters uses logic as well as a structural body of Knowledge?	21.6	39.5	16.8	8.4	13.8	3.47 (1.30)
9. To what degree is field and practical activity included as part of the methods of instruction?	23.1	41.7	22.2	6.5	6.5	3.69 (1.10)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. The spiral curriculum approach has been used in designing the content of the Omani Social Science Curriculum. This means that a group of concepts are treated in all six primary grades but with different scope (horizontal expansion) and depth (vertical expanision) at each grade level. To what extent do you feel that the curriculum has:						
a. expanded the scope of the concepts from one grade to the higher grades, by applying the concept to more cases and examples?	23.4	50.0	19.6	6.3	0.6	3.89 (0.86)
b. expanded the depth of understanding of the concepts?	23.0	47.1	25.3	4.6	0.0	3.89 (0.81)
11. The Omani Social Studies Curriculum aims at modifying students' social behaviors throughout six years of primary education. To what extent has the curriculum met its goals of improving the following student Behavior?						
a. Cooperation	35.1	48.5	13.4	3.0	0.0	4.16 (0.76)
b. Belonging and loyalty	46.5	34.4	8.9	3.8	6.4	4.11 (1.13)
c. Patriotism	39.0	54.4	5.1	1.5	0.0	4.31 (0.64)
d. Modeling after an ideal	33.3	46.4	13.1	3.6	3.6	4.02 (0.97)
12. To what degree does the social studies curriculum help students develop and practice using these attributes of critical thinking?						
a. Suspending judgements.	23.4	44.7	27.7	2.1	2.1	3.85 (0.88)
b. Teasting the accuracy of data.	42.2	32.6	19.8	3.2	2.1	4.10 (0.97)
c. Evaluating sources of information.	22.9	34.6	27.7	10.6	4.3	3.61 (1.08)
d. Using various sources of information.	36.9	35.2	18.8	6.3	2.8	3.97 (1.03)
13. The social science curriculum for the Omani primary schools separates the syllabus into units in history and units in geography for the fourth, fifth, and sixth grades. To what extent do you feel that this separation of the syllabus is still useful in light of the desired integration of social studies content and concepts?	38.8	42.0	13.3	4.8	1.1	4.13 (0.89)
14. To what extent do you feel that it is necessary to separate civic education into a separate book during the fifth grade?	55.7	27.0	11.4	4.3	1.6	4.31 (0.95)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: Social Studies 4-6
(Supervisor)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	21.7	73.9	4.3	0.0	0.0	4.17 (0.49)
2. To what extent is the amount of class time scheduled for Social Studies at your grade level sufficient for the full attainment of the desired goals?	17.4	73.9	8.7	0.0	0.0	4.09 (0.52)
3. To what degree does the Social Studies Curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	8.7	17.4	65.2	8.7	0.0	3.26 (0.75)
4. To what degree do supervisors participate in developing the Social Studies Curriculum?	4.3	17.4	47.8	30.4	0.0	2.96 (0.83)
5. To what extent has there been integration between and among elementary, preparatory, and secondary school social studies courses?	19.0	71.4	9.5	0.0	0.0	4.10 (0.54)
6. To what extent is there integration among Social Studies courses from grades 4 through 6?	13.6	50.0	31.8	4.5	0.0	3.73 (0.77)
7. To what extent is there integration between social studies courses and the other subjects in the elmentary curriculum?						
a. Social Studies and Islamic Studies	19.0	38.1	38.1	4.8	0.0	3.71 (0.85)
b. Social Studies and Arabic Studies	9.5	52.4	33.3	4.8	0.0	3.67 (0.73)
c. Social Studies and Science	9.5	33.3	47.6	9.5	0.0	3.33 (1.02)
d. Social Studies and Mathematics	4.8	9.5	52.4	19.0	14.3	2.71 (1.01)
e. Social Studies and English	0.0	5.6	50.0	11.1	33.3	2.28 (1.02)
8. To what extent do the content and strategies used encourage the sutdents to understand that the study of social matters uses logic as well as a structural body of knowledge?	15.0	35.0	30.0	15.0	5.0	3.40 (1.10)
9. To what degree is field and practical activity included as part of the Omani curriculum?	19.0	33.3	47.6	0.0	0.0	3.71 (0.78)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. The spiral curriculum approach has been used in designing the content of the Omani Social Science Curriculum. This means that a group of concepts are treated in all six primary grades but with different scope (horizontal expansion) and depth (vertical expanision) at each grade level. To what extent do you feel that the curriculum has:						
a. expanded the scope of the concepts from one grade to the higher grades, by applying the concept to more cases and examples?	18.2	54.5	22.7	4.5	0.0	3.86 (0.77)
b. expanded the depth of understanding of the concepts?	13.6	68.2	18.2	0.0	0.0	3.96 (0.58)
11. The Omani Social Studies Curriculum aims at modifying students' social behaviors throughout six years of primary education. To what extent has the curriculum met its goals of improving the following student behavior:						
a. Cooperation?	22.7	54.5	18.2	4.5	0.0	3.96 (0.79)
b. Belonging and loyalty?	31.8	59.1	9.1	0.0	0.0	4.23 (0.61)
c. Patriotism?	50.0	45.5	4.5	0.0	0.0	4.46 (0.60)
d. Modeling after an ideal?	18.2	45.4	36.4	0.0	0.0	3.82 (0.73)
12. To what degree does the Social Studies Curriculum help students develop and practice using the following attributes of critical thinking:						
a. suspending judgements?	0.0	68.4	21.1	10.5	0.0	3.58 (0.69)
b. testing the accuracy of data?	10.5	31.6	52.6	5.3	0.0	3.47 (0.77)
c. evaluating sources of information?	10.0	45.0	30.0	10.0	5.0	3.45 (1.00)
d. using various sources of information?	30.0	20.0	45.0	5.0	0.0	3.75 (0.97)
13. The Social Science Curriculum for the Omani primary schools separates the syllabus into units in history and units in geography for the fourth, fifth, and sixth grades. To what extent do you feel that this separation of the syllabus is still useful in light of the desired integration of social studies content and concepts?	28.6	47.6	23.8	0.0	0.0	4.05 (0.74)
14. To what extent do you feel that it is necessary to separate civic education into a separate book during the fifth grade?	27.3	45.5	13.6	4.5	9.1	3.77 (1.19)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: English Grades 4-6
(Teacher)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	38.8	39.8	17.9	3.6	0.0	4.14 (0.83)
2. To what extent is the amount of class time scheduled for English at your grade level sufficient for the full attainment of the desired goals?	25.6	43.6	22.6	6.7	1.5	3.85 (0.93)
3. To what degree does the English curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	19.7	22.2	33.8	19.2	5.1	3.32 (1.14)
4. To what degree do teachers participate in developing the English curriculum?	31.5	34.0	19.8	11.2	3.6	3.79 (1.11)
5. To what extent is there a gradient in scope and sophistication of language between elementary, preparatory, and secondary english courses?	33.7	32.1	22.8	8.3	3.1	3.85 (1.08)
6. To what extent is there integration among english courses from grades 4 through 6?	35.9	42.6	13.8	6.2	1.5	4.05 (0.94)
7. To what extent is there integration between English courses and the other subjects in the elementary curriculum for fourth, fifth, and sixth grades?						
a. English and Arabic	20.5	21.6	25.8	23.7	8.4	3.22 (1.25)
b. English and Science	10.3	18.9	35.1	25.9	9.7	2.94 (1.12)
c. English and Social studies	16.8	29.2	35.7	14.6	3.8	3.41 (1.05)
d. English and Mathematics	12.8	21.8	34.0	26.6	4.8	3.11 (1.09)
e. English and Islamic studies	9.6	8.6	18.7	26.2	36.9	2.28 (1.30)
8. To what extent do the content and strategies used encourage the students to understand the English meaning as well as a structure?	27.7	41.0	24.6	5.6	1.0	3.89 (0.91)
9. To what degree is field and practical activity included as part of the English curriculum?	23.4	34.4	32.8	7.8	1.6	3.70 (0.97)
10. To what degree is field and practical activity included as part of the methods of instruction?	26.8	37.6	27.3	7.2	1.0	3.82 (0.95)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what degree does the English curriculum help students develop the following skills:						
a. listening?	65.5	24.4	8.6	1.0	0.5	4.53 (0.74)
b. speaking?	51.5	37.9	6.1	4.5	0.0	4.36 (0.79)
c. reading?	31.6	35.2	23.8	8.3	1.0	3.88 (0.99)
d. comprehension?	33.3	37.4	21.0	7.7	0.5	3.95 (0.95)
e. writing?	45.1	26.9	18.1	7.8	2.1	4.05 (1.06)
14. To what extent does the Omani English Curriculum give emphasis to developing skills involved in both forms of reading:						
a. silent reading to promote comprehension?	45.6	32.3	18.5	3.6	0.0	4.20 (0.87)
b. reading aloud to promote phonetical skills?	25.5	29.1	28.6	14.8	2.0	3.61 (1.08)
15. To what extent do you feel that the Omani English curriculum give emphasis to developing the cognitive skills of learners at the different grade levels (4th through 6th)?	27.4	41.6	28.4	2.5	0.0	3.94 (0.81)
16. To what extent do you feel that the determination of the content vocabulary in grades 4 through 6 (500 words) is appropriate in quantity?	34.2	41.8	14.8	4.6	4.6	3.96 (1.05)
17. To what extent do you feel that the 500 words chosen in the Omani English Curriculum as the extent of vocabulary for elementary school are appropriate to induce the transfer from the native language into the english language?	33.0	37.5	22.5	5.5	1.5	3.95 (0.96)
18. To what extent do you feel that within the limits of the sentence patterns and content vocabulary as designed in the Omani English Curriculum, the following outcomes are accomplished by the learners:						
a. Read silently through combining recognition of non-phonetic spelling with phonetic practice?	21.4	44.9	26.5	5.6	1.5	3.79 (0.90)
b. Respond to written texts with understanding?	30.7	35.7	26.1	7.5	0.0	3.89 (0.93)
c. Respond to and make oral requests and give greetings appropriate to various situation?	36.0	44.7	18.8	0.5	0.0	4.16 (0.74)
d. Give oral directions, instructions, and descriptions?	30.6	40.8	22.4	5.1	1.0	3.95 (0.91)
e. Give information orally and in writing about himself, his family, his environment, his country and neighboring countries?	31.7	27.1	29.1	10.6	1.5	3.77 (1.06)
f. Identify and describe simple objects, processes, and procedures in speech and writing?	25.9	41.6	25.9	6.6	0.0	3.87 (0.88)
g. Give a short account of an incident or event in speech and writing?	18.9	37.2	25.0	14.8	4.1	3.52 (1.08)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
18. To what extent do you feel that within the limits of the sentence patterns and content vocabulary as designed in the Omani English Curriculum, the following outcomes are accomplished by the learners (con't):						
h. Transfer information from one form to another, for example: explain a diagram, intrepret a timetable or sketch, draw a sketch from written instructions?	22.3	38.1	27.4	9.6	2.5	3.68 (1.01)
i. Master the mechanics of cursive writing with neatness and reasonable speed?	23.6	30.7	33.2	9.0	3.5	3.62 (1.05)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section A
Curriculum Content: English Grades 4-6
(Supervisor)

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of course content?	20.8	50.0	25.0	4.2	0.0	3.88 (0.80)
2. To what extent is the amount of class time scheduled for English at your grade level sufficient for the full attainment of the desired goals?	4.2	54.2	25.0	12.5	4.2	3.42 (0.93)
3. To what degree does the English curriculum provide encouragement and assistance for students to engage in a variety of special activities such as clubs, fairs, or contests?	8.3	29.2	33.3	20.8	8.3	3.08 (1.10)
4. To what extent do supervisors participate in developing the English curriculum?	12.5	37.5	29.2	20.8	0.0	3.42 (0.97)
5. To what extent is there integration between and among elementary, preparatory, and secondary English courses?	45.8	33.3	20.8	0.0	0.0	4.25 (0.79)
6. To what extent is there integration among English courses from grades 4 through 6?	75.0	25.0	0.0	0.0	0.0	4.75 (0.44)
7. To what extent is there integration between English courses and the other subjects in the elementary curriculum?						
a. English and Arabic Studies	0.0	12.5	29.2	37.5	20.8	2.33 (0.96)
b. English and Science	4.2	16.7	45.8	12.5	20.8	2.71 (1.12)
c. English and Social Studies	0.0	25.0	45.8	12.5	16.7	2.79 (1.02)
d. English and Mathematics	0.0	4.2	41.7	25.0	29.2	2.21 (0.93)
e. English and Islamic Studies	0.0	12.5	16.7	33.3	37.5	2.04 (1.04)
8. To what extent do the content and strategies used encourage the students to understand that English includes meaning as well as a structure?	27.3	45.5	18.2	9.1	0.0	3.82 (1.14)
9. To what degree is field and practical activity included as part of the English curriculum?	0.0	31.8	45.5	13.6	9.1	3.00 (0.93)
10. To what degree is field and practical activity included as part of the methods of instruction?	9.1	22.7	36.4	27.3	4.5	3.05 (1.05)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what degree does the English curriculum help students develop the following skills:						
a. listening?	52.2	26.1	17.4	4.3	0.0	4.26 (0.92)
b. speaking?	50.0	45.8	4.2	0.0	0.0	4.46 (0.59)
c. reading?	25.0	29.2	37.5	4.2	4.2	3.67 (1.05)
d. comprehension?	29.2	29.2	37.5	4.2	0.0	3.83 (0.92)
e. writing?	16.7	29.2	33.3	20.8	0.0	3.42 (1.02)
14. To what extent does the Omani English Curriculum give emphasis to developing skills involved in both forms of reading:						
a. silent reading to promote comprehension?	29.2	54.2	12.5	4.2	0.0	4.08 (0.78)
b. reading aloud to promote phonetical skills?	12.5	29.2	25.0	25.0	8.3	3.13 (1.19)
15. To what extent do you feel that the Omani English Curriculum gives emphasis to developing the cognitive skills of learners at the different grade levels (4th through 6th)?	20.8	37.5	33.3	8.3	0.0	3.71 (0.91)
16. To what extent do you feel that the determination of the content vocabulary in grades 4 through 6 (500 words) is appropriate in quantity?	29.2	54.2	12.5	4.2	0.0	4.08 (0.78)
17. To what extent do you feel that the 500 words chosen in the Omani English Curriculum as the extent of vocabulary for elementary school are appropriate to induce the transfer from the native language into the english language?	29.2	50.0	16.7	0.0	4.2	4.00 (0.93)
18. To what extent do you feel that within the limits of the sentence patterns and content vocabulary as designed in the Omani English Curriculum, the following outcomes are accomplished by the learners:						
a. Read silently through combining recognition of non-phonetic spelling with phonetic practice?	8.3	33.3	58.3	0.0	0.0.	3.50 (0.66)
b. Respond to written texts with understanding?	4.2	50.0	33.3	8.3	4.2	3.42 (0.88)
c. Respond to and make oral requests and give greetings appropriate to various situation?	12.5	70.8	16.7	0.0	0.0	3.96 (0.55)
d. Give oral directions, instructions, and descriptions?	4.2	58.3	33.3	4.2	0.0	3.63 (0.65)
e. Give information orally and in writing about himself, his family, his environment, his country and neighboring countries?	8.3	41.7	33.3	16.7	0.0	3.42 (0.88)
f. Identify and describe simple objects, processes, and procedures in speech and writing?	8.3	45.8	25.0	20.8	0.0	3.42 (0.93)
g. Give a short account of an incident or event in speech and writing?	13.6	13.6	36.4	36.4	0.0	3.05 (1.05)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIA	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
18. To what extent do you feel that within the limits of the sentence patterns and content vocabulary as designed in the Umani English Curriculum, the following outcomes are accomplished by the learners (con't):						
h. Transfer information from one form to another. for example: explain a diagram, intrepret a timetable or sketch, draw a sketch from written instructions?	4.2	37.5	37.5	20.8	0.0	3.25 (0.85)
i. Master the mechaniscs of cursive writing with neatness and reasonable speed?	4.2	29.2	50.0	12.5	4.2	3.17 (0.87)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section B
Instruction "Classroom Activities"
(Teacher)

Item IIB1: To what degree do your classroom procedures conform with the objectives of the course?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean	(sd)
All Subjects Grades 1-3	27.5	46.6	20.7	3.0	2.2	3.74	(0.89)
Islamic Studies Grades 1-6	37.7	46.5	14.1	0.7	1.0	4.19	(0.78)
Arabic Studies Grades 4-6	30.9	49.4	17.4	1.7	0.6	4.08	(0.77)
Mathematics Grades 4-6	23.3	48.5	14.7	12.3	1.2	3.80	(0.97)
Science Grades 4-6	23.4	53.2	18.0	3.2	2.3	3.92	(0.86)
Social Studies Grades 4-6	26.7	56.9	13.8	1.7	0.9	4.07	(0.74)
English Studies Grades 4-6	31.4	53.9	13.6	1.0	0.0	4.16	(0.69)
Total:	28.8	49.2	17.5	3.0	1.5	4.01	(0.85)

Item IIB2: To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average and superior students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean	(sd)
All Subjects Grades 1-3	27.4	42.3	22.2	6.3	1.8	3.87	(0.95)
Islamic Studies Grades 1-6	27.1	48.5	22.0	2.1	0.3	4.00	(0.78)
Arabic Studies Grades 4-6	22.0	48.0	22.6	6.2	1.1	3.84	(0.88)
Mathematics Grades 4-6	20.5	51.2	11.4	14.5	2.4	3.73	(1.02)
Science Grades 4-6	27.2	42.9	21.4	7.6	0.9	3.88	(0.93)
Social Studies Grades 4-6	21.4	53.8	21.4	2.6	0.9	3.92	(0.78)
English Studies Grades 4-6	40.2	40.2	17.5	2.1	0.0	4.19	(0.79)
Total:	27.9	44.1	20.6	6.1	1.3	3.91	(0.92)

Item IIB3a: When teaching assignments are made, to what degree is consideration given to academic background of teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.6	27.4	20.6	10.6	8.8	3.64 (1.27)
Islamic Studies Grades 1-6	34.9	33.2	18.5	6.9	6.5	3.83 (1.17)
Arabic Studies Grades 4-6	35.9	30.5	15.0	11.4	7.2	3.77 (1.25)
Mathematics Grades 4-6	26.7	29.3	20.7	16.7	6.7	3.53 (1.24)
Science Grades 4-6	31.3	31.8	15.4	12.6	8.9	3.64 (1.28)
Social Studies Grades 4-6	31.4	24.5	26.5	9.8	7.8	3.62 (1.24)
English Studies Grades 4-6	37.4	32.8	20.5	6.7	2.6	3.96 (1.04)
Total:	33.1	29.8	19.2	10.6	7.3	3.71 (1.23)

Item IIB3b: When teaching assignments are made, to what degree is consideration given to teaching experience?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.9	26.5	19.6	9.3	8.7	3.72 (1.28)
Islamic Studies Grades 1-6	34.8	34.8	17.0	7.0	6.5	3.84 (1.17)
Arabic Studies Grades 4-6	31.6	26.3	20.5	15.8	5.8	3.64 (1.24)
Mathematics Grades 4-6	24.0	29.2	21.4	19.5	5.8	3.46 (1.22)
Science Grades 4-6	32.0	28.8	18.7	11.4	9.1	3.63 (1.29)
Social Studies Grades 4-6	35.9	27.2	18.4	11.7	6.8	3.74 (1.25)
English Studies Grades 4-6	47.4	27.6	17.2	5.7	2.1	4.13 (1.03)
Total:	35.0	28.0	19.4	10.5	7.1	3.73 (1.24)

Item IIB3c: When teaching assignments are made, to what degree is consideration given to preference of teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.7	21.6	21.1	10.5	14.0	3.49 (1.40)
Islamic Studies Grades 1-6	26.1	35.7	17.6	10.5	10.1	3.57 (1.26)
Arabic Studies Grades 4-6	34.9	28.3	15.7	13.9	7.2	3.70 (1.28)
Mathematics Grades 4-6	25.0	20.5	21.2	28.8	4.5	3.33 (1.26)
Science Grades 4-6	25.8	27.2	20.3	12.4	14.3	3.38 (1.37)
Social Studies Grades 4-6	30.7	25.7	19.8	14.9	8.9	3.55 (1.31)
English Studies Grades 4-6	29.1	38.6	20.1	8.5	3.7	3.81 (1.07)
Total:	29.7	26.8	20.4	12.4	10.7	3.52 (1.32)

Item IIB4: To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	5.4	10.2	20.6	23.2	40.6	2.17 (1.22)
Islamic Studies Grades 1-6	8.9	16.4	27.4	20.9	26.4	3.61 (1.28)
Arabic Studies Grades 4-6	6.4	12.1	24.9	23.7	32.9	2.35 (1.23)
Mathematics Grades 4-6	4.2	13.9	14.5	38.6	28.9	2.26 (1.14)
Science Grades 4-6	5.8	9.3	19.9	34.5	30.5	2.25 (1.16)
Social Studies Grades 4-6	4.3	5.1	23.9	35.0	31.6	2.15 (1.06)
English Studies Grades 4-6	20.5	39.5	28.2	10.3	1.5	3.67 (0.97)
Total:	7.2	14.6	22.4	24.6	31.2	2.42 (1.26)

Item IIB5: To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other currrent subject matter information?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	5.8	13.4	19.0	17.8	44.1	2.19 (1.29)
Islamic Studies Grades 1-6	11.6	20.2	22.4	16.6	29.2	2.68 (1.38)
Arabic Studies Grades 4-6	5.6	12.3	24.1	17.9	40.1	2.25 (1.26)
Mathematics Grades 4-6	3.9	11.7	13.0	41.6	29.9	2.18 (1.11)
Science Grades 4-6	5.3	10.0	18.7	17.7	48.3	2.06 (1.25)
Social Studies Grades 4-6	4.7	13.2	17.9	19.8	44.3	2.14 (1.25)
English Studies Grades 4-6	12.6	18.0	14.8	25.7	29.0	2.60 (1.40)
Total:	7.1	14.1	18.9	20.7	39.2	2.29 (1.30)

Item IIB6: To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	12.8	19.7	24.4	19.2	24.0	2.78 (1.35)
Islamic Studies Grades 1-6	13.6	23.2	28.2	15.4	19.6	2.96 (1.31)
Arabic Studies Grades 4-6	9.8	16.8	30.6	19.7	23.1	2.71 (1.27)
Mathematics Grades 4-6	5.5	17.2	22.7	35.6	19.0	2.55 (1.15)
Science Grades 4-6	7.6	14.3	27.7	24.6	25.9	2.53 (1.23)
Social Studies Grades 4-6	5.9	21.2	26.3	24.6	22.0	2.64 (1.21)
English Studies Grades 4-6	24.4	27.5	30.1	14.5	3.6	3.54 (1.12)
Total: All Subjects Grades 1-3 & 4-6	12.4	19.9	26.1	20.4	21.3	2.82 (1.31)

Item IIB7: To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.9	24.3	31.2	16.1	16.5	2.99 (1.24)
Islamic Studies Grades 1-6	12.9	30.7	25.7	19.3	11.4	3.14 (1.21)
Arabic Studies Grades 4-6	4.1	32.9	34.7	14.7	13.5	2.99 (1.09)
Mathematics Grades 4-6	10.5	26.5	28.4	27.8	6.8	3.06 (1.11)
Science Grades 4-6	13.3	31.6	30.7	16.4	8.0	3.26 (1.13)
Social Studies Grades 4-6	8.5	30.8	35.0	17.9	7.7	3.15 (1.06)
English Studies Grades 4-6	12.5	42.7	31.8	9.9	3.1	3.52 (0.94)
Total:	11.4	29.0	30.9	16.4	12.3	3.11 (1.18)

Item IIB8: To what extent are students encouraged to develop investigations on their own?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	12.1	19.8	33.1	19.7	15.2	2.94 (1.22)
Islamic Studies Grades 1-6	15.4	29.7	30.1	12.9	11.8	3.24 (1.21)
Arabic Studies Grades 4-6	10.1	29.0	37.3	10.7	13.0	3.12 (1.15)
Mathematics Grades 4-6	6.7	18.4	27.6	36.8	10.4	2.74 (1.09)
Science Grades 4-6	12.9	22.7	36.9	18.2	9.3	3.12 (1.14)
Social Studies Grades 4-6	6.8	26.3	38.1	19.5	9.3	3.02 (1.05)
English Studies Grades 4-6	14.8	37.2	28.6	14.8	4.6	3.43 (1.06)
Total:	12.3	24.6	32.8	18.5	11.9	3.07 (1.18)

Item IIB9: To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing, and logical thinking?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.6	40.3	22.5	6.6	5.0	3.75 (1.07)
Islamic Studies Grades 1-6	25.5	54.1	15.0	2.4	3.1	3.97 (0.88)
Arabic Studies Grades 4-6	23.4	42.3	25.7	4.6	4.0	3.77 (0.99)
Mathematics Grades 4-6	13.0	32.7	25.9	26.5	1.9	3.28 (1.05)
Science Grades 4-6	14.3	40.6	30.8	10.7	3.6	3.51 (0.98)
Social Studies Grades 4-6	25.4	45.8	21.2	6.8	0.8	3.88 (0.90)
English Studies Grades 4-6	27.9	35.0	23.9	9.1	4.1	3.74 (1.09)
Total:	23.0	42.2	22.9	7.9	4.0	3.72 (1.03)

Part II Section B
Instruction "Classroom Activities"
(Supervisor)

Item IIB1: To what degree do your classroom procedures conform with the objectives of the course?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	50.0	29.5	0.0	0.0	3.91 (0.71)
Islamic Studies Grades 1-6	14.3	47.6	38.1	0.0	0.0	3.76 (0.70)
Arabic Studies Grades 4-6	4.35	69.6	21.7	4.3	0.0	3.74 (0.62)
Mathematics Grades 4-6	25.9	55.6	18.5	0.0	0.0	4.07 (0.68)
Science Grades 4-6	12.0	52.0	36.0	0.0	0.0	3.76 (0.66)
Social Studies Grades 4-6	14.3	61.9	23.8	0.0	0.0	3.91 (0.63)
English Studies Grades 4-6	15.0	75.0	5.0	5.0	4.8	4.00 (0.65)
Total:	16.0	57.5	25.4	1.1	0.6	3.88 (0.67)

Item IIB2: To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average and superior students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.3	39.5	44.2	4.7	2.3	3.49 (0.83)
Islamic Studies Grades 1-6	19.0	42.9	33.3	4.8	0.0	3.76 (0.83)
Arabic Studies Grades 4-6	8.3	37.5	45.8	8.3	0.0	3.46 (0.78)
Mathematics Grades 4-6	7.4	66.7	22.2	3.7	0.0	3.78 (0.64)
Science Grades 4-6	8.0	40.0	40.0	12.0	0.0	3.44 (0.82)
Social Studies Grades 4-6	9.1	31.8	54.5	45.0	0.0	3.46 (0.74)
English Studies Grades 4-6	22.7	22.7	40.9	9.1	4.5	3.50 (1.10)
Total:	11.4	40.8	40.2	6.5	1.1	3.55 (0.82)

Item IIB3a: When teaching assignments are made, to what degree is consideration given to academic background of teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.3	38.2	17.6	5.9	2.9	3.97 (1.03)
Islamic Studies Grades 1-6	11.8	41.2	17.6	23.5	5.9	3.29 (1.16)
Arabic Studies Grades 4-6	16.7	41.7	25.0	8.3	8.3	3.50 (1.17)
Mathematics Grades 4-6	31.6	31.6	26.3	10.5	0.0	3.84 (1.02)
Science Grades 4-6	33.3	29.2	25.0	8.3	4.2	3.79 (1.14)
Social Studies Grades 4-6	23.5	35.3	17.6	11.8	11.8	3.47 (1.33)
English Studies Grades 4-6	36.8	47.4	10.5	5.3	0.0	4.16 (0.83)
Total:	28.9	37.3	19.7	9.9	4.2	3.77 (1.10)

Item IIB3b: When teaching assignments are made, to what degree is consideration given to teaching experience?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.3	38.2	23.5	0.0	2.9	4.03 (0.94)
Islamic Studies Grades 1-6	29.4	41.2	11.8	11.8	5.9	3.77 (1.20)
Arabic Studies Grades 4-6	33.3	20.0	33.3	13.3	0.0	3.73 (1.10)
Mathematics Grades 4-6	27.8	38.9	22.2	11.1	0.0	3.83 (0.99)
Science Grades 4-6	37.5	25.0	25.0	8.3	4.2	3.83 (1.17)
Social Studies Grades 4-6	17.6	29.4	29.4	11.8	11.8	3.29 (1.26)
English Studies Grades 4-6	47.4	26.3	10.5	15.8	0.0	4.05 (1.13)
Total:	33.3	31.9	22.2	9.0	3.5	3.83 (1.10)

Item IIB3c: When teaching assignments are made, to what degree is consideration given to preference of teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.5	44.1	26.5	0.0	2.9	3.91 (0.90)
Islamic Studies Grades 1-6	11.8	23.5	41.2	23.5	0.0	3.24 (0.97)
Arabic Studies Grades 4-6	20.0	26.7	33.3	20.0	0.0	3.47 (1.06)
Mathematics Grades 4-6	35.3	29.4	29.4	5.9	0.0	3.94 (0.97)
Science Grades 4-6	33.3	29.2	20.8	12.5	4.2	3.75 (1.19)
Social Studies Grades 4-6	17.6	29.4	23.5	11.8	17.6	3.18 (1.38)
English Studies Grades 4-6	5.6	33.3	33.3	16.7	11.1	3.06 (1.11)
Total:	22.5	32.4	28.9	11.3	4.9	3.56 (1.11)

Item IIB4: To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	0.0	25.6	32.6	25.6	16.3	2.67 (1.04)
Islamic Studies Grades 1-6	9.5	19.0	33.3	33.3	4.8	2.95 (1.07)
Arabic Studies Grades 4-6	4.0	12.0	44.0	16.0	24.0	2.56 (1.12)
Mathematics Grades 4-6	8.0	16.0	24.0	40.0	12.0	2.68 (1.15)
Science Grades 4-6	0.0	12.0	44.0	24.0	20.0	2.48 (0.96)
Social Studies Grades 4-6	0.0	13.6	40.9	22.7	22.7	2.46 (1.01)
English Studies Grades 4-6	9.5	23.8	19.5	38.1	9.5	2.86 (1.20)
Total:	3.8	18.1	34.1	28.0	15.9	2.66 (1.07)

Item IIB5: To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other currrent subject matter information?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	0.0	6.8	31.8	31.8	29.5	2.16 (0.94)
Islamic Studies Grades 1-6	4.8	9.5	38.1	42.9	4.8	2.67 (0.91)
Arabic Studies Grades 4-6	12.0	16.0	20.0	36.0	16.0	2.72 (1.28)
Mathematics Grades 4-6	3.8	7.7	34.6	19.2	34.6	2.27 (1.15)
Science Grades 4-6	0.0	4.0	36.0	24.0	36.0	2.08 (0.95)
Social Studies Grades 4-6	0.0	9.1	27.3	45.5	18.2	2.27 (0.88)
English Studies Grades 4-6	10.0	0.0	30.0	30.0	30.0	2.30 (1.22)
Total:	3.8	7.7	31.1	32.2	25.1	2.33 (1.05)

Item IIB6: To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	0.0	38.6	27.3	25.0	9.1	2.96 (1.01)
Islamic Studies Grades 1-6	14.3	4.8	57.1	9.5	14.3	2.95 (1.16)
Arabic Studies Grades 4-6	4.5	31.8	36.4	22.7	4.5	3.09 (0.97)
Mathematics Grades 4-6	8.0	28.0	40.0	24.0	0.0	3.20 (0.91)
Science Grades 4-6	0.0	20.0	44.0	20.0	16.0	2.68 (0.99)
Social Studies Grades 4-6	0.0	22.7	31.8	22.7	22.7	2.55 (1.10)
English Studies Grades 4-6	9.5	38.1	33.3	14.3	4.8	3.33 (1.02)
Total:	4.4	27.8	37.2	20.6	10.0	2.96 (1.03)

Item IIB7: To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	4.5	31.8	27.3	25.0	11.4	2.93 (1.11)
Islamic Studies Grades 1-6	4.8	9.5	47.6	23.8	14.3	2.67 (1.02)
Arabic Studies Grades 4-6	4.4	24.0	36.0	24.0	12.0	2.84 (1.07)
Mathematics Grades 4-6	11.0	25.9	37.0	7.4	18.5	3.09 (1.26)
Science Grades 4-6	0.0	32.0	28.0	16.0	20.0	2.84 (1.21)
Social Studies Grades 4-6	0.0	14.3	47.6	14.3	23.8	2.52 (1.03)
English Studies Grades 4-6	10.5	21.1	26.3	36.8	5.3	2.95 (1.13)
Total:	5.5	24.2	34.6	20.9	14.8	2.85 (1.12)

Item IIB8: To what extent are students encouraged to develop investigations on their own?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	27.3	27.3	27.3	15.9	2.73 (1.11)
Islamic Studies Grades 1-6	0.0	28.6	42.9	23.8	4.8	2.95 (0.87)
Arabic Studies Grades 4-6	8.3	12.5	41.7	33.3	4.2	2.88 (0.99)
Mathematics Grades 4-6	12.5	20.8	45.8	16.7	4.2	3.21 (1.02)
Science Grades 4-6	4.0	32.0	28.0	24.0	12.0	2.92 (1.12)
Social Studies Grades 4-6	9.1	13.6	45.5	9.1	22.7	2.77 (1.23)
English Studies Grades 4-6	0.0	15.8	42.1	36.8	5.3	2.68 (0.82)
Total:	5.0	22.3	37.4	24.6	10.6	2.87 (1.04)

Item IIB9: To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing, and logical thinking?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.9	52.3	27.3	2.3	2.3	3.77 (0.83)
Islamic Studies Grades 1-6	4.8	47.6	47.6	0.0	0.0	3.57 (0.60)
Arabic Studies Grades 4-6	13.0	52.2	26.1	8.7	0.0	3.70 (0.82)
Mathematics Grades 4-6	23.1	46.2	23.1	3.8	3.8	3.81 (0.98)
Science Grades 4-6	16.7	54.2	20.8	8.3	0.0	3.79 (0.83)
Social Studies Grades 4-6	9.1	45.5	36.4	9.1	0.0	3.55 (0.80)
English Studies Grades 4-6	23.8	33.3	38.1	0.0	4.8	3.71 (1.01)
Total:	15.5	48.1	30.4	4.4	1.7	3.71 (0.84)

Part II Section B
Instruction "Classroom Activities"
(Administrator)

Item IIB	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what degree do your classroom procedures conform with the objectives of the course?	8.3	55.6	35.6	0.7	0.0	3.72 (0.62)
2. To what extent do you use the different methods of instruction suggest in the curriculum to suit below average, average, and superior students?	9.9	38.0	41.5	9.9	0.7	3.47 (0.83)
3. When teaching assignments are made, to what degree is consideration given to factors such as:						
a. academic background of teachers?	37.3	43.6	15.5	3.6	0.0	4.15 (0.81)
b. teaching experience?	37.6	36.7	16.5	4.6	4.6	3.98 (1.07)
c. preference of teachers?	37.6	36.7	18.3	2.8	4.6	4.00 (1.05)
4. To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?	6.2	15.9	31.0	26.9	20.0	2.61 (1.16)
5. To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other current subject matter information?	5.6	20.4	26.8	23.9	23.2	2.61 (1.21)
6. To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?	13.8	31.0	28.3	15.2	11.7	3.20 (1.21)
7. To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?	7.6	27.6	35.9	20.0	9.0	3.05 (1.07)
8. To what extent are students encouraged to develop investigations on their own?	13.2	25.0	31.9	23.6	6.3	3.15 (1.12)
9. To what degree does studying society help students improve their communication skills through activities such as listening, reading, writting, and logical thinking?	11.7	46.2	34.5	5.5	2.1	3.60 (0.85)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section C
Staff (Teacher)

Item IIC1: How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	32.0	39.6	21.4	4.8	2.2	3.95 (0.96)
Islamic Studies Grades 1-6	32.5	44.7	18.3	3.4	1.0	4.04 (0.86)
Arabic Studies Grades 4-6	27.4	41.7	25.7	3.4	1.7	3.90 (0.90)
Mathematics Grades 4-6	25.9	43.2	11.1	19.1	0.6	3.75 (1.07)
Science Grades 4-6	25.8	43.0	24.0	5.4	1.8	3.86 (0.93)
Social Studies Grades 4-6	23.7	53.4	17.8	2.5	2.5	3.93 (0.87)
English Studies Grades 4-6	35.9	42.1	15.9	5.1	1.0	4.07 (0.90)
Total:	30.8	41.7	20.3	5.6	1.6	3.94 (0.94)

Item IIC2: How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.8	41.0	21.9	7.9	3.3	3.78 (1.02)
Islamic Studies Grades 1-6	23.5	45.3	23.5	4.6	3.2	3.81 (0.95)
Arabic Studies Grades 4-6	18.5	42.3	29.2	8.3	1.8	3.67 (0.93)
Mathematics Grades 4-6	17.2	39.3	20.2	20.2	3.1	3.47 (1.09)
Science Grades 4-6	20.1	44.3	28.3	4.6	2.7	3.74 (0.92)
Social Studies Grades 4-6	17.8	48.3	22.0	9.3	2.5	3.70 (0.96)
English Studies Grades 4-6	33.5	45.4	16.0	4.1	1.0	4.06 (0.87)
Total:	24.2	42.3	22.9	7.8	2.3	3.77 (0.99)

Item IIC3: To what extent have the primary school teachers participated in seminars, in-service training and workshops dealing with recent developments in education?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.4	23.9	27.0	12.8	12.9	3.32 (1.31)
Islamic Studies Grades 1-6	17.7	30.9	28.4	13.8	9.2	3.34 (1.19)
Arabic Studies Grades 4-6	13.3	32.5	29.5	13.9	10.8	3.24 (1.18)
Mathematics Grades 4-6	12.1	41.2	21.8	20.6	4.2	3.36 (1.07)
Science Grades 4-6	12.4	26.3	32.3	17.5	11.5	3.11 (1.18)
Social Studies Grades 4-6	12.7	34.7	30.5	14.4	7.6	3.31 (1.11)
English Studies Grades 4-6	25.0	43.8	24.5	5.7	1.0	3.86 (0.90)
Total:	19.4	29.5	27.8	13.6	9.7	3.35 (1.21)

Item IIC4: To what extent does the Ministry contribute to the professional improvement of the primary school teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.9	28.2	22.6	13.2	11.6	3.40 (1.30)
Islamic Studies Grades 1-6	24.8	34.9	25.5	10.1	4.7	3.65 (1.10)
Arabic Studies Grades 4-6	25.3	30.8	28.3	10.1	5.7	3.60 (1.14)
Mathematics Grades 4-6	11.2	37.3	23.6	23.0	5.0	3.27 (1.09)
Science Grades 4-6	21.0	32.7	28.5	9.3	8.4	3.49 (1.17)
Social Studies Grades 4-6	22.0	31.4	23.7	17.8	5.1	3.48 (1.17)
English Studies Grades 4-6	27.2	39.8	22.5	7.3	3.1	3.81 (1.02)
Total:	22.8	32.6	24.4	12.2	8.0	3.50 (1.20)

Item IIC5: To what degree are non-specialized teachers used to teach, especially in the fourth, fifth, and sixth grades?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	14.7	24.3	32.5	15.3	13.2	3.12 (1.23)
Islamic Studies Grades 1-6	14.7	28.6	32.6	15.8	8.4	3.25 (1.14)
Arabic Studies Grades 4-6	13.8	21.4	39.6	15.1	10.1	3.14 (1.14)
Mathematics Grades 4-6	12.3	22.1	36.8	16.0	12.9	3.05 (1.18)
Science Grades 4-6	14.1	27.3	33.2	15.5	10.0	3.20 (1.17)
Social Studies Grades 4-6	12.9	34.5	35.3	8.6	8.6	3.35 (1.09)
English Studies Grades 4-6	11.6	20.6	19.0	23.3	25.4	2.70 (1.36)
Total:	13.9	24.6	31.9	16.3	13.2	3.10 (1.22)

Item IIC6: To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum quidelines?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	16.7	26.8	32.3	13.9	10.3	3.26 (1.19)
Islamic Studies Grades 1-6	15.0	31.1	31.5	13.9	8.4	3.30 (1.14)
Arabic Studies Grades 4-6	14.5	29.1	30.9	13.9	11.5	3.21 (1.20)
Mathematics Grades 4-6	13.3	24.2	37.0	13.3	12.1	3.13 (1.18)
Science Grades 4-6	9.6	32.0	30.6	21.5	6.4	3.17 (1.07)
Social Studies Grades 4-6	13.4	37.0	31.9	12.6	5.0	3.41 (1.04)
English Studies Grades 4-6	19.8	25.0	33.3	18.8	3.1	3.40 (1.10)
Total:	15.1	28.0	32.6	15.3	9.1	3.25 (1.16)

Item IIC7: How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	18.8	27.7	27.6	12.7	13.2	3.26 (1.27)
Islamic Studies						
Grades 1-6	14.2	48.1	21.3	9.0	7.5	3.53 (1.08)
Arabic Studies						
Grades 4-6	12.3	39.0	26.0	14.3	8.4	3.33 (1.13)
Mathematics						
Grades 4-6	16.6	30.1	33.1	12.3	8.0	3.35 (1.14)
Science						
Grades 4-6	14.8	37.5	20.8	16.7	10.2	3.30 (1.21)
Social Studies						
Grades 4-6	15.1	37.0	27.7	12.6	7.6	3.40 (1.12)
English Studies						
Grades 4-6	13.0	32.1	40.8	12.0	2.2	3.42 (0.94)
Total:	16.0	33.8	27.6	12.7	9.8	3.34 (1.18)

Item IIC8: To what degree are primary school teachers given released time for In-Service education to implement the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	8.1	15.3	22.4	21.2	33.1	2.44 (1.31)
Islamic Studies						
Grades 1-6	12.0	21.4	23.9	21.4	21.4	2.81 (1.32)
Arabic Studies						
Grades 4-6	6.5	11.1	34.6	22.2	25.5	2.51 (1.18)
Mathematics						
Grades 4-6	5.8	15.0	26.7	27.5	25.0	2.49 (1.19)
Science						
Grades 4-6	7.8	15.2	33.8	22.5	20.6	2.67 (1.19)
Social Studies						
Grades 4-6	5.9	17.8	37.3	22.9	16.1	2.75 (1.11)
English Studies						
Grades 4-6	13.7	31.6	33.7	15.3	5.8	3.32 (1.07)
Total:	8.8	17.5	26.7	21.6	25.4	2.63 (1.27)

Item IIC9: To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.7	20.6	29.7	17.0	21.0	2.85 (1.29)
Islamic Studies Grades 1-6	15.4	24.6	29.4	15.1	15.4	3.10 (1.28)
Arabic Studies Grades 4-6	11.5	17.9	41.7	16.0	12.8	2.99 (1.15)
Mathematics Grades 4-6	8.5	25.6	33.3	17.9	14.5	2.96 (1.17)
Science Grades 4-6	9.0	24.0	33.5	18.0	15.5	2.93 (1.18)
Social Studies Grades 4-6	11.1	26.5	41.0	13.7	7.7	3.20 (1.06)
English Studies Grades 4-6	16.8	31.9	31.9	17.3	2.2	3.44 (1.03)
Total:	12.1	23.0	31.9	17.1	16.0	2.98 (1.23)

Item IIC10: To what extent does the school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.3	32.4	21.4	10.9	8.0	3.60 (1.22)
Islamic Studies Grades 1-6	28.2	46.9	14.3	7.3	3.3	3.89 (1.00)
Arabic Studies Grades 4-6	21.7	38.2	27.0	9.2	3.9	3.65 (1.05)
Mathematics Grades 4-6	22.9	33.1	26.3	10.2	7.6	3.53 (1.17)
Science Grades 4-6	19.7	37.3	22.3	13.0	7.8	3.48 (1.17)
Social Studies Grades 4-6	22.2	37.6	22.2	13.7	4.3	3.60 (1.11)
English Studies Grades 4-6	25.3	38.5	19.2	13.2	3.8	3.68 (1.11)
Total:	25.7	36.4	21.2	10.3	6.3	3.65 (1.15)

Part II Section C
Staff
(Supervisor)

Item IIC1: How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.1	71.4	16.7	4.8	0.0	3.81 (0.63)
Islamic Studies Grades 1-6	14.3	57.1	28.6	0.0	0.0	3.86 (0.66)
Arabic Studies Grades 4-6	20.8	45.8	29.2	4.2	0.0	3.83 (0.82)
Mathematics Grades 4-6	0.0	61.5	30.8	7.7	0.0	3.54 (0.65)
Science Grades 4-6	19.2	57.7	23.1	0.0	0.0	3.96 (0.66)
Social Studies Grades 4-6	4.5	68.2	22.7	0.0	4.5	3.68 (0.78)
English Studies Grades 4-6	50.0	33.3	16.7	0.0	0.0	4.33 (0.76)
Total:	15.7	57.8	23.2	2.7	0.5	3.85 (0.73)

Item IIC2: How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.9	54.8	26.2	7.1	0.0	3.71 (0.77)
Islamic Studies Grades 1-6	26.3	31.6	36.8	5.3	0.0	3.79 (0.92)
Arabic Studies Grades 4-6	10.0	40.0	45.0	5.0	0.0	3.55 (0.76)
Mathematics Grades 4-6	12.5	62.5	20.8	4.2	0.0	3.83 (0.70)
Science Grades 4-6	16.0	46.0	34.6	3.8	0.0	3.73 (0.78)
Social Studies Grades 4-6	4.8	38.1	47.6	4.8	4.8	3.33 (0.86)
English Studies Grades 4-6	41.7	33.3	16.7	4.2	4.2	4.04 (1.08)
Total:	17.0	45.5	31.3	5.1	1.1	3.72 (0.85)

Item IIC3: To what extent have the primary school teachers participated in seminars, in-service training and workshops dealing with recent developments in education?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	16.3	46.5	27.9	7.0	2.3	3.67 (0.92)
Islamic Studies Grades 1-6	9.5	33.3	42.9	14.3	0.0	3.38 (0.87)
Arabic Studies Grades 4-6	13.6	63.6	22.7	0.0	0.0	3.91 (0.61)
Mathematics Grades 4-6	20.8	37.5	25.0	8.3	8.3	3.54 (1.18)
Science Grades 4-6	4.0	44.0	36.0	12.0	4.0	3.32 (0.90)
Social Studies Grades 4-6	19.0	42.9	33.3	4.8	0.0	3.76 (0.83)
English Studies Grades 4-6	40.9	31.8	22.7	4.5	0.0	4.09 (0.92)
Total:	17.4	43.3	29.8	7.3	2.2	3.66 (0.93)

Item IIC4: To what extent does the Ministry contribute to the professional improvement of the primary school teachers?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.6	48.8	18.6	7.0	0.0	3.93 (0.86)
Islamic Studies Grades 1-6	28.6	52.4	14.3	4.8	0.0	4.04 (0.81)
Arabic Studies Grades 4-6	27.3	45.5	27.3	0.0	0.0	4.00 (0.76)
Mathematics Grades 4-6	16.7	54.2	25.0	4.2	0.0	3.83 (0.76)
Science Grades 4-6	16.0	44.0	32.0	8.0	0.0	3.68 (0.85)
Social Studies Grades 4-6	9.5	42.9	38.1	0.0	9.5	3.43 (1.03)
English Studies Grades 4-6	30.4	43.5	21.7	4.3	0.0	4.00 (0.85)
Total:	22.3	47.5	24.6	4.5	1.1	3.86 (0.86)

Item IIC5: To what degree are non-specialized teachers used to teach, especially in the fourth, fifth, and sixth grades?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.1	21.4	50.0	9.5	11.9	3.02 (1.05)
Islamic Studies Grades 1-6	28.6	28.6	23.8	14.3	4.8	3.62 (1.20)
Arabic Studies Grades 4-6	19.0	19.0	38.1	19.0	4.8	3.29 (1.15)
Mathematics Grades 4-6	3.8	26.9	50.0	11.5	7.7	3.08 (0.94)
Science Grades 4-6	0.0	30.8	30.8	26.9	11.5	2.81 (1.02)
Social Studies Grades 4-6	9.5	28.6	38.1	14.3	9.5	3.14 (1.11)
English Studies Grades 4-6	11.1	27.8	33.3	16.7	11.1	3.11 (1.18)
Total:	10.3	25.7	39.4	15.4	9.1	3.13 (1.09)

Item IIC6: To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.1	29.5	47.7	11.4	2.3	3.32 (0.88)
Islamic Studies Grades 1-6	9.5	28.6	47.6	14.3	0.0	3.33 (0.86)
Arabic Studies Grades 4-6	8.7	17.4	47.8	26.1	0.0	3.09 (0.90)
Mathematics Grades 4-6	0.0	41.7	33.3	8.3	16.7	3.00 (1.10)
Science Grades 4-6	0.0	28.0	52.0	12.0	8.0	3.00 (0.87)
Social Studies Grades 4-6	4.8	23.8	38.1	33.3	0.0	3.00 (0.89)
English Studies Grades 4-6	23.5	35.3	29.4	5.9	5.9	3.65 (1.12)
Total:	7.4	29.1	43.4	15.4	4.6	3.19 (0.95)

Item IIC7: How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.9	68.2	15.9	0.0	0.0	4.00 (0.57)
Islamic Studies Grades 1-6	23.8	28.6	42.9	4.8	0.0	3.71 (0.90)
Arabic Studies Grades 4-6	10.5	52.6	31.6	5.3	0.0	3.68 (0.75)
Mathematics Grades 4-6	16.7	41.7	33.3	8.3	0.0	3.67 (0.87)
Science Grades 4-6	3.8	53.8	26.9	15.4	0.0	3.46 (0.81)
Social Studies Grades 4-6	9.5	42.9	42.9	0.0	4.8	3.52 (0.87)
English Studies Grades 4-6	25.0	31.3	25.0	18.8	0.0	3.63 (1.09)
Total:	14.6	49.1	29.2	6.4	0.6	3.71 (0.82)

Item IIC8: To what degree are primary school teachers given released time for In-Service education to implement the Omani curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.6	30.2	27.9	18.6	11.6	3.12 (1.20)
Islamic Studies Grades 1-6	4.8	23.8	42.9	23.8	4.8	3.00 (0.95)
Arabic Studies Grades 4-6	13.0	21.7	34.8	30.4	0.0	3.17 (1.03)
Mathematics Grades 4-6	4.2	20.8	37.5	12.1	25.0	2.67 (1.20)
Science Grades 4-6	3.8	11.5	61.5	11.5	11.5	2.85 (0.93)
Social Studies Grades 4-6	0.0	25.0	55.0	10.0	10.0	2.95 (0.89)
English Studies Grades 4-6	30.0	35.0	30.0	0.0	5.0	3.85 (1.04)
Total:	9.6	24.3	40.1	15.8	10.2	3.07 (1.09)

Item IIC7: To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	18.2	29.5	40.9	9.1	2.3	3.52 (0.98)
Islamic Studies Grades 1-6	9.5	52.4	38.1	0.0	0.0	3.71 (0.64)
Arabic Studies Grades 4-6	8.03	40.0	52.0	0.0	0.0	3.56 (0.65)
Mathematics Grades 4-6	28.0	44.0	20.0	4.0	4.0	3.88 (1.01)
Science Grades 4-6	12.5	37.5	41.7	4.2	4.2	3.50 (0.93)
Social Studies Grades 4-6	9.5	42.9	42.9	0.0	4.8	3.52 (0.87)
English Studies Grades 4-6	37.5	12.5	37.5	12.5	0.0	3.75 (1.13)
Total:	17.0	36.9	39.2	4.5	2.3	3.62 (0.90)

Item IIC10: To what extent does the school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani curriculum?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	13.6	45.5	34.1	6.8	0.0	3.66 (0.81)
Islamic Studies Grades 1-6	19.0	33.3	33.3	14.3	0.0	3.57 (0.98)
Arabic Studies Grades 4-6	16.7	45.8	29.2	8.3	0.0	3.71 (0.86)
Mathematics Grades 4-6	20.0	44.0	24.0	8.0	4.0	3.68 (1.03)
Science Grades 4-6	15.4	46.2	26.9	11.5	0.0	3.65 (0.89)
Social Studies Grades 4-6	9.5	52.4	19.0	19.0	0.0	3.52 (0.93)
English Studies Grades 4-6	14.3	37.6	28.6	4.5	0.0	3.67 (0.86)
Total:	15.4	45.1	28.6	10.4	0.5	3.64 (0.89)

Part II Section C
Staff
(Administrator)

Item IIC	Responses*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. How adequate do you think the professional preparation of the teachers is, with regard to the subject matter?	12.2	51.7	31.3	2.0	2.7	3.69 (0.82)
2. How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?	13.5	46.6	31.8	7.4	0.7	3.65 (0.83)
3. To what extent have the primary school teachers participated in seminars, In-Service training and workshops dealing with recent developments in education?	18.9	36.5	32.4	8.8	3.4	3.59 (1.00)
4. To what extent does the Ministry contribute to the professional improvement of the primary school teachers?	21.6	37.8	27.0	5.4	8.1	3.60 (1.13)
5. To what degree are non-specialized teachers used to teach, especially in the fourth, fifth, and sixth grades?	10.1	28.4	40.5	15.5	5.4	3.22 (1.01)
6. To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines?	10.7	28.9	39.6	17.4	3.4	3.26 (0.98)
7. How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?	24.8	52.3	17.4	4.0	1.3	3.95 (0.84)
8. To what degree are primary school teachers given released time for In-Service education to implement the Omani curriculum?	11.4	20.1	34.2	20.1	14.1	2.95 (1.20)
9. To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?	19.6	31.1	35.8	10.8	2.7	3.54 (1.01)
10. To what extent does the school district have sufficient numbers of qualified supervisory personnel to assist in implementing the Omani curriculum?	18.9	38.5	26.4	12.8	3.4	3.57 (1.04)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section D
Facilities, Equipment, Materials and Resources
(Teacher)

Item IID1a: Rate the rooms where you teach your course relative to the following characteristic: Proper Ventilation.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	44.7	22.0	14.8	6.0	12.5	3.80 (1.39)
Islamic Studies Grades 1-6	42.6	29.4	12.1	5.5	10.4	3.88 (1.30)
Arabic Studies Grades 4-6	43.1	24.1	9.8	9.2	13.8	3.74 (1.44)
Mathematics Grades 4-6	47.1	20.2	13.4	6.7	12.6	3.82 (1.41)
Science Grades 4-6	41.0	26.6	14.4	5.7	12.2	3.79 (1.36)
Social Studies Grades 4-6	49.6	28.2	12.8	2.6	6.8	4.11 (1.16)
English Studies Grades 4-6	40.9	26.4	20.7	6.7	5.2	3.91 (1.16)
Total:	43.6	24.5	14.4	6.3	11.1	3.83 (1.35)

Item IID1b: Rate the rooms where you teach your course relative to the following characteristic: Electrical outlets where needed.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.8	20.3	17.7	9.7	19.4	3.37 (1.50)
Islamic Studies Grades 1-6	34.9	26.7	12.1	8.5	17.8	3.52 (1.48)
Arabic Studies Grades 4-6	34.3	16.6	15.4	7.7	26.0	3.25 (1.62)
Mathematics Grades 4-6	33.3	22.5	19.2	7.5	17.5	3.47 (1.46)
Science Grades 4-6	32.6	21.6	11.9	11.0	22.9	3.30 (1.57)
Social Studies Grades 4-6	39.3	22.2	13.7	8.5	16.2	3.60 (1.48)
English Studies Grades 4-6	31.8	30.3	15.9	6.7	15.4	3.56 (1.40)
Total:	33.2	22.2	16.0	8.9	19.7	3.40 (1.51)

Item IID1c: Rate the rooms where you teach your course relative to the following characteristic: Room darkening capability.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	12.6	12.4	18.8	18.1	38.2	2.43 (1.42)
Islamic Studies Grades 1-6	10.1	15.9	17.0	18.5	38.4	2.41 (1.39)
Arabic Studies Grades 4-6	9.7	20.0	15.8	13.3	41.2	2.44 (1.44)
Mathematics Grades 4-6	5.9	13.4	23.5	17.6	39.5	2.29 (1.28)
Science Grades 4-6	11.3	12.2	19.4	17.1	40.1	2.37 (1.40)
Social Studies Grades 4-6	6.9	13.8	24.1	21.6	33.6	2.39 (1.27)
English Studies Grades 4-6	11.5	20.9	20.9	19.8	26.9	2.70 (1.37)
Total:	11.2	14.5	19.1	17.9	37.3	2.44 (1.40)

Item IID1d: Rate the rooms where you teach your course relative to the following characteristic: Adequate facilities for large and small group instruction and independent study.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	12.1	16.6	26.4	20.6	24.3	2.72 (1.32)
Islamic Studies Grades 1-6	13.5	22.8	26.6	15.4	21.6	2.91 (1.34)
Arabic Studies Grades 4-6	12.7	17.6	21.8	19.4	28.5	2.67 (1.39)
Mathematics Grades 4-6	12.2	19.1	22.6	19.1	27.0	2.70 (1.37)
Science Grades 4-6	10.8	16.4	26.3	22.5	23.9	2.68 (1.30)
Social Studies Grades 4-6	8.8	21.2	34.5	16.8	18.6	2.85 (1.21)
English Studies Grades 4-6	16.2	33.0	24.6	18.8	7.3	3.32 (1.17)
Total:	12.6	19.5	25.9	19.7	22.3	2.80 (1.32)

Item IID1e: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for storing equipment and materials.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	14.7	13.1	20.0	17.5	34.7	2.56 (1.45)
Islamic Studies Grades 1-6	17.7	17.7	21.8	14.8	28.0	2.82 (1.46)
Arabic Studies Grades 4-6	18.9	10.1	24.3	13.0	33.7	2.68 (1.50)
Mathematics Grades 4-6	10.1	16.0	21.0	18.5	34.5	2.49 (1.37)
Science Grades 4-6	15.8	20.4	17.6	18.6	27.6	2.78 (1.45)
Social Studies Grades 4-6	9.6	17.4	22.6	20.9	29.6	2.57 (1.33)
English Studies Grades 4-6	17.8	19.3	21.3	26.4	15.2	2.98 (1.34)
Total:	15.1	15.3	20.8	17.9	30.9	2.66 (1.43)

Item IID1f: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for student project work.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	10.4	9.9	21.4	18.3	40.0	2.33 (1.36)
Islamic Studies Grades 1-6	11.6	19.9	21.7	16.6	30.0	2.67 (1.39)
Arabic Studies Grades 4-6	14.6	14.6	17.5	17.5	35.7	2.55 (1.46)
Mathematics Grades 4-6	9.3	13.6	15.3	18.6	43.2	2.27 (1.38)
Science Grades 4-6	7.7	15.3	18.0	26.1	32.9	2.39 (1.29)
Social Studies Grades 4-6	10.3	9.4	22.2	26.5	31.6	2.40 (1.30)
English Studies Grades 4-6	17.1	18.7	19.7	32.1	12.4	2.96 (1.30)
Total:	10.9	13.6	20.4	20.2	34.8	2.46 (1.37)

Item IID2a: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to teachers for instructional purposes?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.1	9.4	21.9	18.5	39.2	2.35 (1.37)
Islamic Studies Grades 1-6	11.5	20.0	30.0	19.6	18.8	2.86 (1.26)
Arabic Studies Grades 4-6	10.5	16.4	28.1	13.5	31.6	2.61 (1.36)
Mathematics Grades 4-6	9.2	16.8	31.9	10.9	31.1	2.62 (1.33)
Science Grades 4-6	8.2	17.3	31.4	17.7	25.5	2.65 (1.26)
Social Studies Grades 4-6	5.1	13.7	37.6	17.9	25.6	2.55 (1.16)
English Studies Grades 4-6	30.2	43.4	19.0	5.8	1.6	3.95 (0.93)
Total:	12.4	16.6	25.1	16.7	29.2	2.66 (1.37)

Item IID2b: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readilty available to students for project work?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.8	11.2	18.9	23.7	38.5	2.26 (1.29)
Islamic Studies Grades 1-6	9.5	14.9	30.6	19.4	25.6	2.63 (1.27)
Arabic Studies Grades 4-6	7.3	11.0	25.6	22.0	34.1	2.35 (1.26)
Mathematics Grades 4-6	2.5	16.0	25.2	21.0	35.2	2.29 (1.18)
Science Grades 4-6	2.8	13.5	22.3	27.9	33.5	2.24 (1.14)
Social Studies Grades 4-6	5.2	7.8	36.5	25.2	25.2	2.43 (1.11)
English Studies Grades 4-6	18.3	22.0	34.0	17.3	8.4	3.25 (1.19)
Total:	8.0	13.4	23.5	23.0	32.2	2.42 (1.28)

Item IID2c: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for team work?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.9	11.0	21.3	21.4	38.4	2.29 (1.29)
Islamic Studies Grades 1-6	10.2	11.4	28.6	23.9	25.9	2.56 (1.27)
Arabic Studies Grades 4-6	6.2	12.4	26.1	23.6	31.7	2.38 (1.22)
Mathematics Grades 4-6	2.5	16.0	22.7	21.8	37.0	2.25 (1.19)
Science Grades 4-6	4.2	11.6	21.9	27.9	34.4	2.23 (1.17)
Social Studies Grades 4-6	5.2	7.8	32.2	28.7	26.1	2.37 (1.11)
English Studies Grades 4-6	21.7	31.7	23.8	15.9	6.9	3.46 (1.19)
Total:	8.5	13.7	23.1	22.6	32.1	2.44 (1.29)

Item IID2d: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for individual work, both during and outside of classroom time?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.7	9.3	14.2	21.7	47.1	2.09 (1.29)
Islamic Studies Grades 1-6	8.8	11.1	20.2	18.7	41.2	2.28 (1.33)
Arabic Studies Grades 4-6	3.7	7.3	22.0	20.1	47.0	2.01 (1.15)
Mathematics Grades 4-6	2.5	12.7	19.5	22.9	42.4	2.10 (1.17)
Science Grades 4-6	1.9	8.0	16.9	21.6	51.6	1.87 (1.08)
Social Studies Grades 4-6	6.1	8.8	21.1	21.9	42.1	2.15 (1.24)
English Studies Grades 4-6	18.8	28.0	28.5	19.9	4.8	3.36 (1.14)
Total:	7.4	11.3	17.9	21.2	42.2	2.21 (1.30)

Item IID3a: To what degree are adequate quantities of books for teachers provided?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	8.6	12.6	16.9	19.7	42.1	2.26 (1.35)
Islamic Studies Grades 1-6	10.9	15.3	22.1	18.7	33.0	2.52 (1.37)
Arabic Studies Grades 4-6	6.5	8.9	17.2	26.6	40.8	2.14 (1.23)
Mathematics Grades 4-6	5.0	8.4	15.1	19.3	52.1	1.95 (1.21)
Science Grades 4-6	6.5	6.9	10.1	19.4	57.1	1.86 (1.23)
Social Studies Grades 4-6	5.1	8.5	14.5	22.2	49.6	1.97 (1.21)
English Studies Grades 4-6	63.6	23.1	7.7	3.6	2.1	4.43 (0.93)
Total:	13.6	12.5	15.8	18.9	39.3	2.43 (1.45)

Item IID3b: To what degree are adequate quantities of books for students provided?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	5.6	10.4	15.4	20.8	47.8	2.05 (1.25)
Islamic Studies Grades 1-6	6.6	11.9	17.8	21.3	42.3	2.19 (1.28)
Arabic Studies Grades 4-6	2.4	8.3	16.7	19.0	53.6	1.87 (1.11)
Mathematics Grades 4-6	3.4	9.3	13.6	19.5	54.2	1.88 (1.16)
Science Grades 4-6	4.1	6.8	12.6	16.2	60.4	1.78 (1.15)
Social Studies Grades 4-6	5.3	6.1	18.4	23.7	46.5	2.00 (1.18)
English Studies Grades 4-6	60.8	28.9	8.2	1.5	0.5	4.48 (0.76)
Total:	10.5	11.6	14.6	18.3	45.0	2.24 (1.39)

Item IID4: To what extent are teachers responsible for the selection of equipment and materials?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.1	16.6	24.5	20.4	27.4	2.64 (1.34)
Islamic Studies Grades 1-6	9.3	28.2	21.8	14.3	26.4	2.80 (1.35)
Arabic Studies Grades 4-6	4.2	19.9	30.7	15.7	29.5	2.54 (1.22)
Mathematics Grades 4-6	8.5	20.3	20.3	28.8	22.0	2.64 (1.26)
Science Grades 4-6	9.8	20.0	30.7	18.1	21.4	2.79 (1.26)
Social Studies Grades 4-6	4.3	23.5	27.0	17.4	27.8	2.59 (1.24)
English Studies Grades 4-6	24.9	34.4	18.0	12.2	10.6	3.51 (1.28)
Total:	11.0	21.1	24.5	18.8	24.6	2.75 (1.33)

Item IID5: To what extent are items of audio/visual equipment available for immediate use?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	5.4	9.4	20.4	19.3	45.5	2.10 (1.23)
Islamic Studies Grades 1-6	8.4	18.2	20.3	23.4	29.7	2.52 (1.31)
Arabic Studies Grades 4-6	5.6	11.8	28.0	16.8	37.9	2.30 (1.25)
Mathematics Grades 4-6	2.5	11.9	19.5	25.4	40.7	2.10 (1.14)
Science Grades 4-6	6.2	10.0	31.3	18.0	34.6	2.35 (1.22)
Social Studies Grades 4-6	3.4	13.7	22.2	23.1	37.6	2.22 (1.19)
English Studies Grades 4-6	30.4	40.3	16.8	11.0	1.6	3.87 (1.02)
Total:	8.1	14.1	21.8	19.5	36.5	2.38 (1.32)

Item IID6: To what extent are teachers instructed in the use of equipment and materials?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	6.5	12.3	19.9	20.3	41.0	2.23 .28)
Islamic Studies Grades 1-6	9.6	16.7	24.5	17.0	32.3	2.54 (1.35)
Arabic Studies Grades 4-6	5.1	13.4	26.8	22.3	32.5	2.36 (1.21)
Mathematics Grades 4-6	5.9	10.2	17.8	23.7	42.4	2.14 (1.24)
Science Grades 4-6	5.2	13.2	23.1	27.4	31.1	2.34 (1.20)
Social Studies Grades 4-6	1.8	12.3	30.7	20.2	35.1	2.25 (1.12)
English Studies Grades 4-6	35.6	39.3	15.7	6.8	2.6	3.98 (1.01)
Total:	9.4	15.5	21.1	19.9	34.2	2.46 (1.34)

Item IID7: To what extent are the mateials, equipment, and sevices in the school room kept in good working order?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.4	15.2	22.1	20.3	33.1	2.48 (1.33)
Islamic Studies Grades 1-6	14.0	24.4	25.1	17.6	19.0	2.97 (1.32)
Arabic Studies Grades 4-6	9.8	18.4	25.2	17.2	29.4	2.62 (1.34)
Mathematics Grades 4-6	5.3	17.5	25.4	21.1	30.7	2.46 (1.24)
Science Grades 4-6	11.3	26.8	25.4	16.4	20.2	2.93 (1.30)
Social Studies Grades 4-6	6.0	16.2	29.1	18.8	29.9	2.50 (1.24)
English Studies Grades 4-6	31.3	31.8	20.5	12.8	3.6	3.74 (1.14)
Total:	12.0	20.0	23.3	18.7	26.0	2.73 (1.36)

Item IID8: To what extent are the classrooms adequate in number and size for the number of students in the class?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	19.4	21.9	20.0	13.3	25.4	2.97 (1.47)
Islamic Studies Grades 1-6	20.8	24.7	26.0	12.8	15.6	3.22 (1.34)
Arabic Studies Grades 4-6	20.2	21.5	17.2	16.0	25.2	2.96 (1.48)
Mathematics Grades 4-6	18.1	22.4	25.6	12.1	21.6	3.03 (1.40)
Science Grades 4-6	15.8	24.1	26.1	12.3	21.7	3.00 (1.37)
Social Studies Grades 4-6	16.2	27.4	26.5	10.3	19.7	3.10 (1.35)
English Studies Grades 4-6	30.1	30.1	21.8	11.9	6.2	3.66 (1.20)
Total:	20.0	23.6	22.2	13.4	20.8	3.09 (1.41)

Part II Section D
Facilities, Equipment, Materials and Resources
(Supervisor)

Item IID1a: Rate the rooms where you teach your course relative to the following characteristic: Proper Ventilation.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.3	40.9	27.3	0.0	4.5	3.86 (0.98)
Islamic Studies Grades 1-6	33.3	38.1	14.3	14.3	0.0	3.91 (1.04)
Arabic Studies Grades 4-6	15.0	65.0	15.0	5.0	0.0	3.90 (0.72)
Mathematics Grades 4-6	34.6	46.2	19.2	0.0	0.0	4.15 (0.73)
Science Grades 4-6	23.1	53.8	19.2	3.8	0.0	3.96 (0.77)
Social Studies Grades 4-6	30.4	52.2	17.4	0.0	0.0	4.13 (0.69)
English Studies Grades 4-6	40.0	46.7	6.7	0.0	6.7	4.13 (1.06)
Total:	28.6	48.0	18.9	2.9	1.7	3.99 (0.86)

Item IID1b: Rate the rooms where you teach your course relative to the following characteristic: Electrical outlets where needed.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.9	38.6	25.0	13.6	6.8	3.43 (1.13)
Islamic Studies Grades 1-6	19.0	42.9	28.6	9.5	0.0	3.71 (0.90)
Arabic Studies Grades 4-6	15.0	45.0	35.0	5.0	0.0	3.70 (0.80)
Mathematics Grades 4-6	33.3	25.0	33.3	8.3	0.0	3.83 (1.01)
Science Grades 4-6	20.0	24.0	44.0	4.0	8.0	3.44 (1.12)
Social Studies Grades 4-6	17.4	30.4	43.5	8.7	0.0	3.57 (0.90)
English Studies Grades 4-6	33.3	55.6	11.1	0.0	0.0	4.22 (0.65)
Total:	21.1	36.6	31.4	8.0	0.9	3.54 (0.99)

Item IID1c: Rate the rooms where you teach your course relative to the following characteristic: Room darkening capability.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	4.5	22.7	31.8	15.9	25.0	2.66 (1.22)
Islamic Studies Grades 1-6	9.5	28.6	38.1	19.0	4.8	3.19 (1.03)
Arabic Studies Grades 4-6	4.8	33.3	33.3	19.0	9.0	3.05 (1.07)
Mathematics Grades 4-6	8.0	16.0	32.0	24.0	20.0	2.68 (1.22)
Science Grades 4-6	4.2	37.5	37.5	8.3	12.5	3.13 (1.08)
Social Studies Grades 4-6	0.0	43.5	30.4	17.4	8.7	3.09 (1.00)
English Studies Grades 4-6	22.2	44.4	22.2	0.0	11.1	3.67 (1.09)
Total:	6.8	30.7	32.4	15.3	14.8	2.99 (1.15)

Item IID1d: Rate the rooms where you teach your course relative to the following characteristic: Adequate facilities for large and small group instruction and independent study.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	2.3	29.5	38.6	20.5	9.1	2.96 (0.89)
Islamic Studies Grades 1-6	9.5	28.6	52.4	9.5	0.0	3.38 (0.81)
Arabic Studies Grades 4-6	0.0	21.1	63.2	10.5	5.3	3.00 (0.75)
Mathematics Grades 4-6	0.0	28.0	40.0	16.7	16.0	2.80 (1.04)
Science Grades 4-6	7.7	11.5	46.2	30.8	3.8	2.89 (0.95)
Social Studies Grades 4-6	0.0	33.0	38.1	19.0	9.5	2.95 (0.97)
English Studies Grades 4-6	21.1	26.3	47.4	5.3	0.0	3.63 (0.90)
Total:	5.1	25.7	45.1	17.1	6.9	3.05 (0.96)

Item IID1e: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for storing equipment and materials.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	16.2	44.2	16.3	20.9	2.63 (1.07)
Islamic Studies Grades 1-6	19.0	33.3	38.1	9.5	0.0	3.62 (0.92)
Arabic Studies Grades 4-6	13.6	13.6	45.5	27.3	0.0	3.14 (0.99)
Mathematics Grades 4-6	8.7	26.1	47.8	8.7	8.7	3.17 (1.03)
Science Grades 4-6	4.0	16.0	32.0	32.0	16.0	2.60 (1.08)
Social Studies Grades 4-6	4.3	17.4	60.9	8.7	8.7	3.00 (0.91)
English Studies Grades 4-6	29.4	52.9	11.8	5.9	0.0	4.06 (0.83)
Total:	19.8	23.0	41.4	16.1	9.8	3.07 (1.08)

Item IID1f: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for student project work.

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	4.5	9.1	47.7	15.9	22.7	2.57 (1.09)
Islamic Studies Grades 1-6	14.3	28.6	28.6	23.8	4.8	3.24 (1.14)
Arabic Studies Grades 4-6	9.1	18.2	41.9	22.7	9.1	2.96 (1.09)
Mathematics Grades 4-6	8.3	12.5	58.3	8.3	12.5	2.96 (1.04)
Science Grades 4-6	7.7	23.1	30.8	19.2	19.2	2.81 (1.23)
Social Studies Grades 4-6	8.7	13.0	56.5	13.0	8.7	3.00 (1.00)
English Studies Grades 4-6	35.3	47.1	0.0	17.6	0.0	4.00 (1.06)
Total:	10.7	19.2	40.1	16.9	13.0	2.98 (1.15)

Item IID2a: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to teachers for instructional purposes?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	18.2	40.9	22.7	15.9	2.68 (1.03)
Islamic Studies Grades 1-6	0.0	42.9	23.8	28.6	4.8	3.05 (0.97)
Arabic Studies Grades 4-6	5.0	10.0	50.0	35.0	0.0	2.85 (0.81)
Mathematics Grades 4-6	0.0	36.0	36.0	24.0	4.0	3.04 (0.89)
Science Grades 4-6	0.0	23.1	53.8	11.5	11.5	2.89 (0.91)
Social Studies Grades 4-6	0.0	26.1	69.6	4.3	0.0	3.22 (0.52)
English Studies Grades 4-6	25.0	43.8	18.8	12.5	0.0	3.81 (0.98)
Total:	3.4	36.9	42.9	20.0	6.9	3.00 (0.94)

Item IID2b: To wha degree are suitable types of basic audio/visual equipment and instructional aids provided for and readilty available to students for project work?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	9.1	40.9	25.0	22.7	2.43 (1.02)
Islamic Studies Grades 1-6	10.5	15.8	36.8	10.5	26.3	2.74 (1.33)
Arabic Studies Grades 4-6	0.0	14.3	42.9	38.0	4.8	2.67 (0.80)
Mathematics Grades 4-6	0.0	20.0	36.0	32.0	12.0	2.64 (0.95)
Science Grades 4-6	3.8	7.7	34.6	30.8	23.1	2.39 (1.06)
Social Studies Grades 4-6	0.0	26.1	47.8	17.4	8.7	2.91 (0.90)
English Studies Grades 4-6	47.1	35.3	5.9	5.9	5.9	4.12 (1.17)
Total:	6.9	16.6	36.6	24.0	16.0	2.74 (1.12)

Item IID2c: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for team work?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	11.4	34.1	20.5	31.8	2.32 (1.12)
Islamic Studies Grades 1-6	0.0	35.0	25.0	25.0	15.0	2.80 (1.11)
Arabic Studies Grades 4-6	0.0	20.0	36.0	40.0	4.0	2.72 (0.84)
Mathematics Grades 4-6	0.0	23.1	30.8	26.9	19.2	2.58 (1.07)
Science Grades 4-6	3.8	0.0	46.2	26.9	23.1	2.35 (0.98)
Social Studies Grades 4-6	0.0	21.7	47.8	21.7	8.7	2.83 (0.89)
English Studies Grades 4-6	38.9	50.0	5.6	5.6	0.0	4.22 (0.87)
Total:	4.9	20.3	33.5	24.2	17.0	2.72 (1.12)

Item IID2d: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for individual work, both during and outside of classroom time?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	0.0	11.4	22.7	27.3	38.6	2.07 (1.04)
Islamic Studies Grades 1-6	5.0	20.0	30.0	10.0	35.0	2.50 (1.32)
Arabic Studies Grades 4-6	0.0	12.0	32.0	32.0	24.0	2.32 (0.99)
Mathematics Grades 4-6	0.0	15.4	23.1	26.9	34.6	2.19 (1.10)
Science Grades 4-6	3.8	0.0	26.9	19.2	50.0	1.89 (1.07)
Social Studies Grades 4-6	0.0	17.4	26.1	26.1	30.4	2.30 (1.11)
English Studies Grades 4-6	44.4	33.3	22.2	0.0	0.0	4.22 (0.81)
Total:	5.5	14.3	25.8	22.0	32.4	2.39 (1.23)

Item IID3a: To what degree are adequate quantities of books for teachers provided?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	2.3	9.3	18.6	32.6	37.2	2.07 (1.08)
Islamic Studies Grades 1-6	4.8	9.5	38.1	33.3	14.3	2.57 (1.03)
Arabic Studies Grades 4-6	0.0	12.0	32.0	36.0	20.0	2.36 (0.95)
Mathematics Grades 4-6	0.0	16.0	44.0	12.0	28.0	2.48 (1.09)
Science Grades 4-6	0.0	7.7	23.1	38.5	30.8	2.08 (0.94)
Social Studies Grades 4-6	0.0	8.7	26.1	43.5	21.7	2.22 (0.90)
English Studies Grades 4-6	28.6	28.6	33.3	9.5	0.0	3.76 (1.00)
Total:	4.3	12.5	29.3	29.9	23.9	2.44 (1.11)

Item IID3b: To what degree are adequate quantities of books for students provided?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	2.3	0.0	22.7	31.8	43.2	1.86 (0.93)
Islamic Studies Grades 1-6	0.0	25.0	30.0	30.0	15.0	2.65 (1.04)
Arabic Studies Grades 4-6	0.0	8.0	40.0	20.0	32.0	2.24 (1.01)
Mathematics Grades 4-6	0.0	3.8	42.3	19.2	34.6	2.15 (0.97)
Science Grades 4-6	0.0	7.7	19.2	34.6	38.5	1.96 (0.96)
Social Studies Grades 4-6	0.0	4.3	21.7	43.5	30.7	2.00 (0.85)
English Studies Grades 4-6	36.8	42.1	10.5	5.3	5.3	4.00 (1.11)
Total:	4.4	10.4	26.8	27.3	31.1	2.30 (1.14)

Item IID4: To what extent are teachers responsible for the selection of equipment and materials?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	4.7	9.3	34.9	23.3	27.9	2.40 (1.14)
Islamic Studies Grades 1-6	10.0	20.0	45.0	15.0	10.0	3.05 (1.11)
Arabic Studies Grades 4-6	4.2	12.5	33.3	29.2	20.8	2.50 (1.10)
Mathematics Grades 4-6	3.8	23.1	42.3	11.5	19.2	2.81 (1.13)
Science Grades 4-6	0.0	30.8	46.2	15.4	7.7	3.00 (0.89)
Social Studies Grades 4-6	0.0	26.1	30.4	21.7	21.7	2.61 (1.11)
English Studies Grades 4-6	31.6	26.3	31.6	5.3	5.3	3.74 (1.15)
Total:	6.6	19.9	37.6	18.2	17.7	2.80 (1.15)

Item IID5: To what extent are items of audio/visual equipment available for immediate use?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	2.3	4.7	34.9	27.9	30.2	2.21 (1.01)
Islamic Studies Grades 1-6	0.0	42.9	23.8	19.0	14.3	2.95 (1.12)
Arabic Studies Grades 4-6	4.2	16.7	41.7	25.0	12.5	2.75 (1.03)
Mathematics Grades 4-6	0.0	4.5	30.8	34.6	23.1	2.31 (0.97)
Science Grades 4-6	0.0	11.5	30.8	46.2	11.5	2.42 (0.86)
Social Studies Grades 4-6	0.0	13.6	31.8	54.5	0.0	2.59 (0.73)
English Studies Grades 4-6	10.5	57.9	21.1	10.5	0.0	3.68 (0.82)
Total:	2.2	19.3	31.5	31.5	15.5	2.61 (1.04)

Item IID6: To what extent are teachers instructed in the use of equipment and materials?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	7.0	18.6	16.3	30.2	27.9	2.47 (1.28)
Islamic Studies Grades 1-6	4.8	23.8	42.9	19.0	9.5	2.95 (1.02)
Arabic Studies Grades 4-6	4.3	26.1	43.5	21.7	4.5	3.04 (0.93)
Mathematics Grades 4-6	0.0	11.5	53.8	23.1	11.5	2.65 (0.85)
Science Grades 4-6	3.8	11.5	46.2	30.8	7.7	2.73 (0.92)
Social Studies Grades 4-6	4.3	8.7	52.2	21.7	13.0	2.70 (0.97)
English Studies Grades 4-6	13.3	33.3	46.7	0.0	6.7	3.47 (0.99)
Total:	5.1	18.1	40.1	23.2	13.6	2.78 (1.06)

Item IID7: To what extent are the mateials, equipment, and sevices in the school room kept in good working order?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.1	18.2	29.5	20.5	22.7	2.71 (1.27)
Islamic Studies Grades 1-6	10.0	55.0	20.0	10.0	5.0	3.55 (1.00)
Arabic Studies Grades 4-6	12.0	20.0	44.0	12.0	12.0	3.08 (1.15)
Mathematics Grades 4-6	0.0	28.0	36.0	24.0	12.0	2.81 (1.00)
Science Grades 4-6	4.2	25.0	50.0	16.7	4.2	3.08 (0.88)
Social Studies Grades 4-6	4.3	30.4	34.8	21.7	8.7	3.00 (1.04)
English Studies Grades 4-6	11.8	52.9	23.5	11.8	0.0	3.65 (0.86)
Total:	7.3	29.8	34.3	17.4	11.2	3.05 (1.10)

Item IID8: To what extent are the classrooms adequate in number and size for the number of students in the class?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	7.0	25.6	34.9	9.3	23.3	2.84 (1.25)
Islamic Studies Grades 1-6	10.5	47.4	31.6	5.3	5.3	3.53 (0.96)
Arabic Studies Grades 4-6	16.0	24.0	48.0	4.0	8.0	3.36 (1.08)
Mathematics Grades 4-6	4.0	56.0	24.0	12.0	4.0	3.44 (0.92)
Science Grades 4-6	20.8	20.8	37.5	8.3	12.5	3.29 (1.27)
Social Studies Grades 4-6	9.1	27.3	45.5	18.2	0.0	3.27 (0.88)
English Studies Grades 4-6	12.5	62.5	25.0	0.0	0.0	3.88 (0.62)
Total:	10.9	35.1	35.6	8.6	9.8	3.29 (1.09)

Part II Section D
Facilities, Equipment, Materials, and Resources
(Administrator)

Item IID	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. Rate the rooms where you teach your course relative to the following characteristics:						
a. proper ventilation.	32.9	35.6	20.8	3.4	7.4	3.83 (1.15)
b. electrical outlets where needed.	25.2	26.5	26.5	12.9	8.8	3.46 (1.25)
c. room darkening capability.	7.4	25.5	30.9	18.8	17.4	2.87 (1.20)
d. adequate facilities for large and small group instruction and independent studies.	7.6	28.5	25.7	21.5	16.7	2.89 (1.21)
e. adequate space for storing equipment and materials.	8.7	20.1	28.2	16.8	26.2	2.69 (1.30)
f. adequate space for student project work.	2.7	16.1	31.5	28.2	21.5	2.50 (1.08)
2. To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to:						
a. teachers for instructional purposes?	5.4	25.0	35.8	16.2	17.6	2.85 (1.15)
b. students for project work?	3.4	15.5	31.8	33.1	16.2	2.57 (1.04)
c. students for team work?	2.8	16.6	38.6	24.8	17.2	2.63 (1.04)
d. students for individual work, both during and outside of classroom time?	5.4	10.2	25.2	25.2	34.0	2.28 (1.19)
3. To what degree are adequate quantities of the following provided:						
a. books for teachers?	2.7	12.2	36.1	23.8	25.2	2.44 (1.08)
b. books for students?	2.7	8.2	32.0	23.1	34.0	2.22 (1.09)
4. To what extent are teachers responsible for the selection of equipment and materials?	6.8	21.1	34.0	19.0	19.0	2.78 (1.18)
5. To what extent are audio/visual equipment available for immediate use?	4.1	12.2	41.2	22.3	20.3	2.57 (1.07)
6. To what extent are teachers instructed in the use of equipment and materials?	4.7	16.9	39.2	18.2	20.9	2.66 (1.13)
7. To what extent are the materials, equipment, and services in the school room kept in good working order?	9.0	27.8	35.4	12.5	15.3	3.03 (1.18)
8. To what extent are the classrooms adequate in number and size for the number of students in the class?	10.8	23.7	38.1	15.1	12.2	3.06 (1.15)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section E
Textbooks
(Teacher)

Item IIE1a: To what degree is the textbook satisfactory in terms of its design and layout (titles, table of contents, tables, examples, etc.)?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	51.0	34.6	11.3	2.2	0.9	4.32 (0.83)
Islamic Studies Grades 1-6	42.2	45.2	6.6	4.0	2.0	4.22 (0.89)
Arabic Studies Grades 4-6	43.5	40.1	12.4	2.3	1.7	4.22 (0.87)
Mathematics Grades 4-6	42.4	39.8	16.9	0.8	0.0	4.24 (0.76)
Science Grades 4-6	37.0	46.3	13.7	2.2	0.8	4.16 (0.81)
Social Studies Grades 4-6	40.7	52.5	4.2	1.7	0.8	4.31 (0.71)
English Studies Grades 4-6	57.6	31.3	11.1	0.0	0.0	4.47 (0.69)
Total:	47.2	38.6	11.0	2.2	0.9	4.29 (0.82)

Item IIE1b: To what degree is the textbook satisfactory in terms of the binding?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	48.5	32.8	11.9	4.3	2.5	4.21 (0.98)
Islamic Studies Grades 1-6	43.1	36.6	14.2	4.1	2.0	4.15 (0.95)
Arabic Studies Grades 4-6	39.7	42.5	10.9	4.0	2.9	4.12 (0.96)
Mathematics Grades 4-6	51.3	36.1	10.1	2.5	0.0	4.36 (0.77)
Science Grades 4-6	46.3	40.2	10.9	1.7	0.9	4.29 (0.80)
Social Studies Grades 4-6	49.6	32.8	10.9	4.2	2.5	4.23 (0.98)
English Studies Grades 4-6	38.7	39.2	17.5	3.6	1.0	4.11 (0.89)
Total:	45.8	36.0	12.6	3.6	1.9	4.20 (0.93)

Item IIE1c: To what degree is the textbook satisfactory in terms of the type size?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	45.7	36.9	10.5	4.4	2.6	4.19 (0.97)
Islamic Studies Grades 1-6	50.5	36.5	8.9	3.4	0.7	4.33 (0.83)
Arabic Studies Grades 4-6	44.6	42.3	8.0	1.7	3.4	4.23 (0.93)
Mathematics Grades 4-6	52.5	39.8	5.9	0.8	0.8	4.42 (0.72)
Science Grades 4-6	50.7	39.6	8.4	0.9	0.4	4.39 (0.72)
Social Studies Grades 4-6	50.0	34.7	11.0	1.7	2.5	4.28 (0.91)
English Studies Grades 4-6	53.9	27.5	14.5	3.6	0.5	4.31 (0.89)
Total:	48.3	36.7	9.9	3.3	1.8	4.27 (0.90)

Item IIE1d: To what degree is the textbook satisfactory in terms of the size of the book and the number of pages?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	38.1	32.5	16.7	8.3	4.4	3.92 (1.13)
Islamic Studies Grades 1-6	35.1	38.5	16.8	7.9	1.7	3.97 (1.00)
Arabic Studies Grades 4-6	40.2	38.5	13.6	5.3	2.4	4.09 (0.98)
Mathematics Grades 4-6	36.0	40.4	15.8	5.3	2.6	4.02 (0.99)
Science Grades 4-6	34.4	34.8	20.4	7.7	2.7	3.91 (1.05)
Social Studies Grades 4-6	29.7	38.1	21.2	8.5	2.5	3.84 (1.03)
English Studies Grades 4-6	52.1	27.3	14.9	5.2	0.5	4.25 (0.93)
Total:	38.5	34.6	16.6	7.2	3.1	3.98 (1.06)

Item IIE1e: To what degree is the textbook satisfactory in terms of the number, suitability, and usefulness of illustrations to assist in learning?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.9	36.3	22.6	5.9	3.3	3.88 (1.03)
Islamic Studies Grades 1-6	30.9	37.1	21.6	7.9	2.4	3.86 (1.02)
Arabic Studies Grades 4-6	21.1	37.1	28.6	8.0	5.1	3.61 (1.07)
Mathematics Grades 4-6	24.8	35.9	31.6	7.7	0.0	3.78 (0.91)
Science Grades 4-6	19.2	36.7	33.2	8.7	2.2	3.62 (0.96)
Social Studies Grades 4-6	27.4	40.2	22.2	6.8	3.4	3.81 (1.03)
English Studies Grades 4-6	44.0	36.1	17.3	1.6	1.0	4.20 (0.86)
Total:	30.1	36.6	24.3	6.3	2.8	3.85 (1.01)

Item IIE1f: To what degree is the textbook satisfactory in terms of the illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.1	40.5	24.8	6.7	1.9	3.80 (0.95)
Islamic Studies Grades 1-6	26.8	40.0	25.8	5.1	2.4	3.84 (0.96)
Arabic Studies Grades 4-6	21.6	42.6	25.6	5.7	4.5	3.71 (1.02)
Mathematics Grades 4-6	18.6	45.8	30.5	5.1	0.0	3.78 (0.81)
Science Grades 4-6	20.4	41.7	29.6	7.4	0.9	3.74 (0.90)
Social Studies Grades 4-6	19.3	50.4	21.0	6.7	2.5	3.77 (0.93)
English Studies Grades 4-6	32.3	40.4	22.7	4.5	0.0	4.01 (0.86)
Total:	24.8	41.5	26.0	5.9	1.8	3.82 (0.93)

Item IIE1g: To what degree is the textbook satisfactory in terms of the artistic quality and attractiveness of illustration?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	37.4	37.1	18.2	4.5	2.7	4.02 (0.99)
Islamic Studies Grades 1-6	32.0	39.2	17.9	8.6	2.4	3.90 (1.03)
Arabic Studies Grades 4-6	23.2	34.5	24.3	13.0	5.1	3.58 (1.13)
Mathematics Grades 4-6	24.4	39.5	25.2	8.4	2.5	3.75 (1.00)
Science Grades 4-6	22.6	36.1	30.0	9.6	1.7	3.68 (0.98)
Social Studies Grades 4-6	23.5	43.7	19.3	8.4	5.0	3.72 (1.07)
English Studies Grades 4-6	46.9	37.2	12.8	2.6	0.5	4.28 (0.82)
Total:	33.5	37.4	20.1	6.4	2.6	3.93 (1.01)

Item IIE2a: To what degree is the textbook satisfactory in terms of the logical sequencing of subject matter and learning tasks?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	26.2	40.9	24.8	5.7	2.4	3.83 (0.96)
Islamic Studies Grades 1-6	26.2	42.8	24.1	5.5	1.4	3.87 (0.91)
Arabic Studies Grades 4-6	20.9	40.1	30.5	6.2	2.3	3.71 (0.94)
Mathematics Grades 4-6	22.9	39.0	30.5	4.2	3.4	3.74 (0.97)
Science Grades 4-6	15.6	38.5	32.9	10.8	2.2	3.55 (0.95)
Social Studies Grades 4-6	19.3	45.4	28.6	5.0	1.7	3.76 (0.88)
English Studies Grades 4-6	40.0	40.5	15.9	1.5	2.1	4.15 (0.89)
Total:	25.3	41.1	25.6	5.8	2.2	3.81 (0.95)

Item IIE2b: To what degree is the textbook satisfactory in terms of the accuracy of information?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	30.4	44.6	18.8	4.3	2.0	3.97 (0.92)
Islamic Studies Grades 1-6	35.3	43.8	14.7	5.1	1.0	4.07 (0.89)
Arabic Studies Grades 4-6	23.3	46.7	20.6	7.8	1.7	3.82 (0.93)
Mathematics Grades 4-6	23.1	52.9	21.5	1.7	0.8	3.96 (0.77)
Science Grades 4-6	19.2	53.3	19.7	7.4	0.4	3.83 (0.84)
Social Studies Grades 4-6	19.3	55.5	15.1	9.2	0.8	3.83 (0.88)
English Studies Grades 4-6	43.9	39.8	12.2	4.1	0.0	4.23 (0.82)
Total:	29.9	46.0	17.9	4.9	1.4	3.98 (0.89)

Item IIE2c: To what degree is the textbook satisfactory in terms of the recency of information?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	30.7	44.4	17.9	5.1	2.0	3.97 (0.93)
Islamic Studies Grades 1-6	33.5	39.1	20.8	4.6	2.1	3.97 (0.96)
Arabic Studies Grades 4-6	24.9	35.6	27.1	9.6	2.8	3.70 (1.04)
Mathematics Grades 4-6	24.8	45.3	24.8	3.4	1.7	3.88 (0.88)
Science Grades 4-6	22.1	37.4	28.8	7.2	4.5	3.65 (1.04)
Social Studies Grades 4-6	21.7	39.1	30.4	6.1	2.6	3.71 (0.96)
English Studies Grades 4-6	31.9	46.1	19.4	2.1	0.5	4.07 (0.80)
Total:	29.1	42.2	21.3	5.2	2.3	3.91 (0.95)

Item IIE2d: To what degree is the textbook satisfactory in terms of the integration of the concepts and topics throughout the book?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.0	40.6	24.6	5.8	1.9	3.85 (0.95)
Islamic Studies Grades 1-6	28.9	45.4	18.2	5.2	2.4	3.93 (0.94)
Arabic Studies Grades 4-6	21.2	38.0	30.2	8.9	1.7	3.68 (0.96)
Mathematics Grades 4-6	22.5	44.2	23.3	7.5	2.5	3.77 (0.97)
Science Grades 4-6	19.9	34.5	30.5	11.9	3.1	3.56 (1.04)
Social Studies Grades 4-6	20.5	44.4	29.1	5.1	0.9	3.79 (0.86)
English Studies Grades 4-6	39.9	36.3	16.1	7.3	0.5	4.08 (0.95)
Total:	26.7	40.9	23.5	7.0	2.0	3.84 (0.96)

Item IIE2e: To what extent is the textbook satisfactory in terms of its flexibility and variety for adaptation to different learning situations?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	24.1	37.8	28.7	7.4	2.0	3.75 (0.97)
Islamic Studies Grades 1-6	26.0	37.0	28.4	5.9	2.8	3.78 (0.99)
Arabic Studies Grades 4-6	16.3	37.1	33.1	9.6	3.9	3.52 (1.00)
Mathematics Grades 4-6	18.2	36.4	32.2	9.9	3.3	3.56 (1.01)
Science Grades 4-6	14.5	33.9	38.3	10.6	2.6	3.47 (0.96)
Social Studies Grades 4-6	20.3	41.5	23.7	11.9	2.5	3.65 (1.02)
English Studies Grades 4-6	36.4	39.0	21.5	2.6	0.5	4.08 (0.85)
Total:	23.0	37.4	30.0	7.2	2.3	3.72 (0.98)

Item IIE2f: To what degree is the textbook satisfactory in terms of its ability to integrate the content with other subject matters without undue repetition?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	22.9	36.9	29.4	7.3	3.4	3.69 (1.01)
Islamic Studies Grades 1-6	26.9	35.5	25.9	9.0	2.8	3.75 (1.04)
Arabic Studies Grades 4-6	17.4	34.3	32.6	11.8	3.9	3.49 (1.04)
Mathematics Grades 4-6	13.3	33.3	37.5	11.7	4.2	3.40 (1.00)
Science Grades 4-6	13.1	32.3	38.0	14.0	2.6	3.39 (0.97)
Social Studies Grades 4-6	17.8	38.1	33.1	9.3	1.7	3.61 (0.94)
English Studies Grades 4-6	22.4	43.9	29.1	4.1	0.5	3.84 (0.84)
Total:	20.9	36.5	30.8	8.7	3.1	3.63 (1.01)

Item IIE2g: To what degree is the textbook satisfactory in terms of the amount of content in relation to the time allowed to cover it?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	16.4	30.5	28.5	16.2	8.4	3.30 (1.17)
Islamic Studies Grades 1-6	27.0	40.2	23.8	7.1	1.8	3.84 (0.96)
Arabic Studies Grades 4-6	21.9	37.1	24.7	12.4	3.9	3.61 (1.08)
Mathematics Grades 4-6	14.2	31.7	28.3	18.3	7.5	3.27 (1.14)
Science Grades 4-6	17.1	35.1	32.5	9.2	6.1	3.48 (1.07)
Social Studies Grades 4-6	17.9	36.8	23.1	15.4	6.8	3.44 (1.16)
English Studies Grades 4-6	18.6	44.3	23.2	9.8	4.1	3.63 (1.03)
Total:	18.4	34.7	27.5	13.2	6.2	3.46 (1.12)

Part II Section E
Textbooks
(Teacher)

Item IIE3a: To what degree does the textbook reflect the instructional objectives of the curriculum?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	24.3	43.5	23.9	6.2	2.1	3.82 (0.94)
Islamic Studies Grades 1-6	33.6	40.2	19.9	4.5	1.7	3.99 (0.94)
Arabic Studies Grades 4-6	26.1	40.3	21.6	7.4	4.5	3.76 (1.06)
Mathematics Grades 4-6	18.8	41.9	30.8	6.0	2.6	3.68 (0.93)
Science Grades 4-6	17.5	45.6	28.5	6.6	1.8	3.71 (0.89)
Social Studies Grades 4-6	24.6	48.3	18.6	8.5	0.0	3.89 (0.88)
English Studies Grades 4-6	34.2	41.8	21.4	1.5	1.0	4.07 (0.84)
Total:	25.8	43.0	23.5	5.5	2.2	3.85 (0.94)

Item IIE3b: To what degree does the textbook conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	21.9	32.3	27.1	12.9	5.8	3.52 (1.14)
Islamic Studies Grades 1-6	23.9	36.8	27.4	7.7	4.2	3.68 (1.05)
Arabic Studies Grades 4-6	18.8	34.7	31.3	10.8	4.5	3.52 (1.06)
Mathematics Grades 4-6	12.9	34.5	35.3	12.1	5.2	3.38 (1.03)
Science Grades 4-6	10.9	32.8	37.1	13.1	6.1	3.29 (1.03)
Social Studies Grades 4-6	22.0	28.0	39.8	7.6	2.5	3.59 (1.00)
English Studies Grades 4-6	27.4	50.3	17.8	3.0	1.5	3.99 (0.85)
Total:	20.6	35.3	28.2	10.9	5.0	3.56 (1.09)

Item IIE3c: To what degree does the textbook satisfy needs and develop interests and motivations of students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.6	36.1	27.3	9.5	3.4	3.67 (1.04)
Islamic Studies Grades 1-6	26.6	38.8	23.9	8.0	2.8	3.79 (1.02)
Arabic Studies Grades 4-6	18.3	37.8	28.3	9.4	6.1	3.53 (1.09)
Mathematics Grades 4-6	6.8	43.2	28.8	18.6	2.5	3.33 (0.94)
Science Grades 4-6	12.7	33.8	37.3	10.1	6.1	3.37 (1.03)
Social Studies Grades 4-6	24.8	42.7	23.9	6.0	2.6	3.81 (0.96)
English Studies Grades 4-6	38.1	40.6	16.8	4.6	0.0	4.12 (0.85)
Total:	22.5	37.5	27.4	9.3	3.4	3.66 (1.03)

Item IIE3d: To what degree does the textbook present characters or situations with which the student can identify?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.3	37.9	21.4	7.5	4.9	3.77 (1.09)
Islamic Studies Grades 1-6	28.4	37.2	23.9	8.1	2.5	3.81 (1.02)
Arabic Studies Grades 4-6	19.7	36.0	31.5	9.0	3.9	3.58 (1.03)
Mathematics Grades 4-6	11.8	32.8	37.0	11.8	6.7	3.31 (1.05)
Science Grades 4-6	15.2	28.6	37.2	15.6	3.5	3.36 (1.03)
Social Studies Grades 4-6	23.7	46.6	23.7	3.4	2.5	3.86 (0.91)
English Studies Grades 4-6	38.1	44.2	14.7	2.5	0.5	4.17 (0.81)
Total:	25.8	36.8	25.1	8.4	3.9	3.72 (1.06)

Item IIE3e: To what degree does the textbook help to develop critical thinking?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	23.1	31.0	29.7	11.5	4.7	3.56 (1.11)
Islamic Studies Grades 1-6	22.9	33.4	29.4	9.2	5.1	3.60 (1.09)
Arabic Studies Grades 4-6	19.6	28.5	38.0	10.6	3.4	3.50 (1.03)
Mathematics Grades 4-6	12.4	33.9	38.8	11.6	3.3	3.41 (0.96)
Science Grades 4-6	13.1	28.8	38.0	15.7	4.4	3.31 (1.03)
Social Studies Grades 4-6	18.6	38.1	29.7	11.9	1.7	3.60 (0.98)
English Studies Grades 4-6	22.3	36.0	32.5	7.6	1.5	3.70 (0.95)
Total:	20.5	31.9	32.3	11.2	4.2	3.57 (1.07)

Item IIE3f: To what degree does the textbook conform to the achievement level of the students?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	20.4	33.4	29.2	11.0	6.0	3.51 (1.11)
Islamic Studies Grades 1-6	23.8	36.6	25.5	10.0	4.1	3.66 (1.07)
Arabic Studies Grades 4-6	18.1	39.0	24.9	11.3	6.8	3.50 (1.12)
Mathematics Grades 4-6	9.1	29.8	43.8	14.0	3.3	3.27 (0.93)
Science Grades 4-6	10.4	28.7	40.9	13.5	6.5	3.23 (1.03)
Social Studies Grades 4-6	16.2	35.9	30.8	13.7	3.4	3.48 (1.03)
English Studies Grades 4-6	29.3	40.9	23.2	4.5	2.0	3.91 (0.94)
Total:	19.1	34.6	30.3	10.3	5.2	3.52 (1.08)

Item IIE4a: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are there some exercises that help in diagnosing the weaknesses of the children?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.1	35.2	28.3	8.0	4.4	3.67 (1.06)
Islamic Studies Grades 1-6	22.6	38.5	30.7	4.6	3.5	3.72 (0.98)
Arabic Studies Grades 4-6	19.2	38.4	22.6	15.8	4.0	3.53 (1.09)
Mathematics Grades 4-6	17.1	29.9	29.1	17.9	6.0	3.34 (1.14)
Science Grades 4-6	14.7	35.9	32.9	12.1	4.3	3.45 (1.02)
Social Studies Grades 4-6	22.0	39.0	28.8	9.3	0.8	3.72 (0.94)
English Studies Grades 4-6	24.4	41.5	27.5	6.2	0.5	3.83 (0.89)
Total:	22.2	36.4	28.6	8.9	3.9	3.64 (1.04)

Item IIE4b: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the activities suggested in the textbook practical?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.1	35.6	32.2	8.2	3.9	3.60 (1.02)
Islamic Studies Grades 1-6	15.9	43.3	28.5	8.7	3.6	3.59 (0.98)
Arabic Studies Grades 4-6	16.3	42.1	27.0	10.7	3.9	3.56 (1.01)
Mathematics Grades 4-6	12.7	33.9	41.5	10.2	1.7	3.46 (0.90)
Science Grades 4-6	8.7	31.0	43.2	12.7	4.4	3.27 (0.94)
Social Studies Grades 4-6	13.6	40.7	32.2	10.2	3.4	3.51 (0.97)
English Studies Grades 4-6	26.8	46.4	22.7	3.6	0.5	3.95 (0.83)
Total:	17.8	38.0	32.0	8.8	3.4	3.58 (0.99)

Item IIE4c: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are the activities suitable to the children of this age group?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	19.6	29.6	32.7	13.1	5.1	3.46 (1.10)
Islamic Studies Grades 1-6	18.5	38.0	29.6	9.1	4.9	3.56 (1.05)
Arabic Studies Grades 4-6	12.2	37.8	34.4	8.9	6.7	3.40 (1.03)
Mathematics Grades 4-6	7.7	40.5	35.9	13.7	2.6	3.37 (0.91)
Science Grades 4-6	10.1	32.5	42.1	10.5	4.8	3.33 (0.96)
Social Studies Grades 4-6	12.7	39.0	28.8	16.1	3.4	3.42 (1.02)
English Studies Grades 4-6	33.0	46.4	15.5	4.6	0.5	4.07 (0.85)
Total:	17.9	34.7	32.0	10.9	4.5	3.50 (1.05)

Item IIE4d: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent does the child feel motivated in solving the exercise?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.3	35.2	31.7	10.9	4.0	3.53 (1.04)
Islamic Studies Grades 1-6	20.5	36.8	31.3	8.3	3.1	3.63 (1.00)
Arabic Studies Grades 4-6	12.4	44.9	26.4	9.6	6.7	3.47 (1.05)
Mathematics Grades 4-6	12.0	33.3	40.2	8.5	6.0	3.37 (1.01)
Science Grades 4-6	8.2	30.7	44.6	11.7	4.8	3.26 (0.94)
Social Studies Grades 4-6	15.4	41.0	29.1	12.8	1.7	3.56 (0.96)
English Studies Grades 4-6	22.0	41.4	27.7	8.4	0.5	3.76 (0.91)
Total:	16.5	36.7	32.9	10.0	3.9	3.52 (1.01)

Item IIE4e: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the questions suitable to the mental maturity level of this age group?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	17.9	34.8	32.0	10.4	4.8	3.51 (1.05)
Islamic Studies Grades 1-6	19.1	37.9	30.4	8.9	3.8	3.60 (1.01)
Arabic Studies Grades 4-6	15.7	38.2	32.0	8.4	5.6	3.50 (1.04)
Mathematics Grades 4-6	9.5	30.2	45.7	9.5	5.2	3.29 (0.95)
Science Grades 4-6	10.5	33.6	40.6	10.0	5.2	3.34 (0.98)
Social Studies Grades 4-6	12.7	45.8	28.0	10.2	3.4	3.54 (0.96)
English Studies Grades 4-6	31.1	43.9	19.9	3.6	1.5	4.00 (0.89)
Total:	17.6	36.2	32.3	9.4	4.4	3.53 (1.03)

Part II Section E
Textbooks
(Supervisor)

Item IIE1a: To what degree is the textbook satisfactory in terms of its design and layout (titles, table of contents, tables, examples, etc.)?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	47.7	47.7	4.5	0.0	0.0	4.43 (0.59)
Islamic Studies Grades 1-6	50.0	40.9	9.1	0.0	0.0	4.41 (0.67)
Arabic Studies Grades 4-6	52.0	48.0	0.0	0.0	0.0	4.52 (0.51)
Mathematics Grades 4-6	44.4	51.9	3.7	0.0	0.0	4.41 (0.57)
Science Grades 4-6	44.0	48.0	4.0	0.0	4.0	4.28 (0.89)
Social Studies Grades 4-6	47.8	43.5	8.7	0.0	0.0	4.39 (0.66)
English Studies Grades 4-6	21.1	31.6	15.8	21.1	10.5	3.32 (1.34)
Total:	44.9	45.4	5.9	2.2	1.6	4.30 (0.81)

Item IIE1b: To what degree is the textbook satisfactory in terms of the binding?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	50.0	31.8	13.6	2.3	2.3	4.25 (0.94)
Islamic Studies Grades 1-6	40.9	45.5	13.6	0.0	0.0	4.27 (0.70)
Arabic Studies Grades 4-6	50.0	25.0	25.0	0.0	0.0	4.25 (0.85)
Mathematics Grades 4-6	55.6	44.4	0.0	0.0	0.0	4.56 (0.51)
Science Grades 4-6	57.7	34.6	0.0	3.8	3.8	4.39 (0.98)
Social Studies Grades 4-6	39.1	56.5	4.3	0.0	0.0	4.35 (0.57)
English Studies Grades 4-6	21.7	52.2	8.7	4.3	13.0	3.65 (1.27)
Total:	46.0	40.2	9.5	1.6	2.6	4.25 (0.89)

Item IIE1c: To what degree is the textbook satisfactory in terms of the type size?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	52.3	43.2	2.3	2.3	0.0	4.43 (0.76)
Islamic Studies Grades 1-6	63.6	31.8	0.0	4.5	0.0	4.55 (0.74)
Arabic Studies Grades 4-6	44.0	52.0	4.0	0.0	0.0	4.40 (0.58)
Mathematics Grades 4-6	55.6	40.7	0.0	3.7	0.0	4.48 (0.70)
Science Grades 4-6	50.0	46.2	3.8	0.0	0.0	4.46 (0.58)
Social Studies Grades 4-6	34.8	52.2	8.7	4.3	0.0	4.17 (0.78)
English Studies Grades 4-6	26.3	36.8	10.5	10.5	15.8	3.47 (1.43)
Total:	47.8	43.5	3.8	2.7	2.2	4.32 (0.85)

Item IIE1d: To what degree is the textbook satisfactory in terms of the size of the book and the number of pages?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	47.7	36.4	11.4	2.3	2.3	4.25 (0.92)
Islamic Studies Grades 1-6	36.4	36.4	13.6	13.6	0.0	3.96 (1.05)
Arabic Studies Grades 4-6	37.5	45.8	12.5	4.2	0.0	4.17 (0.82)
Mathematics Grades 4-6	37.0	51.9	11.1	0.0	0.0	4.26 (0.66)
Science Grades 4-6	46.2	42.3	11.5	0.0	0.0	4.35 (0.69)
Social Studies Grades 4-6	35.0	45.0	15.0	5.0	0.0	4.10 (0.85)
English Studies Grades 4-6	45.0	30.0	5.0	20.0	0.0	4.00 (1.17)
Total:	41.5	41.0	11.5	5.5	0.5	4.18 (0.88)

Item IIE1e: To what degree is the textbook satisfactory in terms of the number, suitability, and usefulness of illustrations to assist in learning?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.9	46.5	23.3	2.3	0.0	4.00 (0.79)
Islamic Studies Grades 1-6	38.1	28.6	23.8	4.8	4.8	3.91 (1.14)
Arabic Studies Grades 4-6	37.5	37.5	20.8	0.0	4.2	4.04 (1.00)
Mathematics Grades 4-6	22.2	63.0	11.1	3.7	0.0	4.04 (0.71)
Science Grades 4-6	23.1	38.5	38.5	0.0	0.0	3.85 (0.78)
Social Studies Grades 4-6	22.7	59.1	13.6	4.5	0.0	4.00 (0.76)
English Studies Grades 4-6	31.6	47.4	15.8	5.3	0.0	4.05 (0.85)
Total:	28.6	46.2	21.4	2.7	1.1	3.98 (0.84)

Item IIE1f: To what degree is the textbook satisfactory in terms of the illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	23.3	55.8	18.6	2.3	0.0	4.00 (0.72)
Islamic Studies Grades 1-6	22.7	59.1	13.6	4.5	0.0	4.00 (0.76)
Arabic Studies Grades 4-6	12.0	56.0	32.0	0.0	0.0	3.80 (0.65)
Mathematics Grades 4-6	7.4	59.3	29.6	3.7	0.0	3.70 (0.67)
Science Grades 4-6	30.8	38.5	23.1	3.8	3.8	3.89 (1.03)
Social Studies Grades 4-6	13.6	40.9	40.9	4.5	0.0	3.64 (0.79)
English Studies Grades 4-6	35.3	29.4	29.4	5.9	0.0	3.94 (0.97)
Total:	20.3	50.0	25.8	3.3	0.5	3.86 (0.79)

Item IIE1g: To what degree is the textbook satisfactory in terms of the artistic quality and attractiveness of illustration?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.3	48.8	19.5	2.4	0.0	4.05 (0.77)
Islamic Studies Grades 1-6	31.8	54.5	9.1	4.5	0.0	4.14 (0.77)
Arabic Studies Grades 4-6	16.7	50.0	29.2	4.2	0.0	3.79 (0.78)
Mathematics Grades 4-6	23.1	38.5	38.5	0.0	0.0	3.85 (0.78)
Science Grades 4-6	30.8	38.5	23.1	3.8	3.8	3.89 (1.03)
Social Studies Grades 4-6	9.1	40.9	31.8	18.2	0.0	3.41 (0.91)
English Studies Grades 4-6	42.9	23.8	23.8	9.5	0.0	4.00 (1.05)
Total:	26.4	42.9	24.7	5.5	0.5	3.89 (0.88)

Item IIE2a: To what degree is the textbook satisfactory in terms of the logical sequencing of subject matter and learning tasks?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	23.3	48.8	25.6	2.3	0.0	3.93 (0.77)
Islamic Studies Grades 1-6	27.3	50.0	22.7	0.0	0.0	4.05 (0.72)
Arabic Studies Grades 4-6	20.8	54.2	20.8	4.2	0.0	3.92 (0.78)
Mathematics Grades 4-6	25.9	51.9	22.2	0.0	0.0	4.04 (0.71)
Science Grades 4-6	11.5	76.9	7.7	3.8	0.0	3.96 (0.60)
Social Studies Grades 4-6	8.7	65.2	26.1	0.0	0.0	3.83 (0.58)
English Studies Grades 4-6	31.6	31.6	31.6	5.3	0.0	3.90 (0.94)
Total:	21.2	54.3	22.3	2.2	0.0	3.95 (0.72)

Item IIE2b: To what degree is the textbook satisfactory in terms of the accuracy of information?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.5	54.5	13.6	2.3	0.0	4.11 (0.72)
Islamic Studies Grades 1-6	38.1	52.4	9.5	0.0	0.0	4.29 (0.64)
Arabic Studies Grades 4-6	24.0	60.0	16.0	0.0	0.0	4.08 (0.64)
Mathematics Grades 4-6	29.6	59.3	11.1	0.0	0.0	4.19 (0.62)
Science Grades 4-6	30.8	61.5	3.8	3.8	0.0	4.19 (0.69)
Social Studies Grades 4-6	17.4	69.6	13.0	0.0	0.0	4.04 (0.56)
English Studies Grades 4-6	42.1	15.8	21.1	15.8	5.3	3.74 (1.33)
Total:	29.7	54.6	12.4	2.7	0.5	4.10 (0.76)

Item IIE2c: To what degree is the textbook satisfactory in terms of the recency of information?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	31.8	56.8	9.1	2.3	0.0	4.18 (0.69)
Islamic Studies Grades 1-6	50.0	36.4	13.6	0.0	0.0	4.36 (0.73)
Arabic Studies Grades 4-6	29.2	45.8	20.8	4.2	0.0	4.00 (0.83)
Mathematics Grades 4-6	34.6	61.5	3.8	0.0	0.0	4.31 (0.55)
Science Grades 4-6	30.8	50.0	15.4	3.8	0.0	4.08 (0.80)
Social Studies Grades 4-6	18.2	50.0	22.7	4.5	4.5	3.73 (0.99)
English Studies Grades 4-6	27.3	40.9	18.2	4.5	9.1	3.73 (1.20)
Total:	31.7	50.0	14.0	2.7	1.6	4.08 (0.84)

Item IIE2d: To what degree is the textbook satisfactory in terms of the integration of the concepts and topics throughout the book?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.5	50.0	18.2	2.3	0.0	4.07 (0.76)
Islamic Studies Grades 1-6	45.5	31.8	18.2	4.5	0.0	4.18 (0.91)
Arabic Studies Grades 4-6	12.0	76.0	12.0	0.0	0.0	4.00 (0.50)
Mathematics Grades 4-6	22.2	51.9	18.5	7.4	0.0	3.89 (0.85)
Science Grades 4-6	20.0	60.0	12.0	8.0	0.0	3.92 (0.81)
Social Studies Grades 4-6	17.4	56.5	17.4	8.7	0.0	3.83 (0.83)
English Studies Grades 4-6	31.6	42.1	5.3	10.5	10.5	3.74 (1.33)
Total:	25.4	53.0	15.1	5.4	1.1	3.96 (0.85)

Item IIE2e: To what extent is the textbook satisfactory in terms of its flexibility and variety for adaptation to different learning situations?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	18.2	52.3	29.5	0.0	0.0	3.89 (0.69)
Islamic Studies Grades 1-6	36.4	40.9	18.2	4.5	0.0	4.09 (0.87)
Arabic Studies Grades 4-6	12.0	76.0	8.0	4.0	0.0	3.96 (0.61)
Mathematics Grades 4-6	18.5	59.3	18.5	3.7	0.0	3.93 (0.73)
Science Grades 4-6	15.4	61.5	23.1	0.0	0.0	3.92 (0.63)
Social Studies Grades 4-6	17.4	39.1	39.1	4.3	0.0	3.70 (0.82)
English Studies Grades 4-6	23.8	52.4	0.0	9.5	14.3	3.62 (1.36)
Total:	19.7	54.8	20.7	3.2	1.6	3.88 (0.82)

Item IIE2f: To what degree is the textbook satisfactory in terms of its ability to integrate the content with other subject matters without undue repetition?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.9	45.5	36.4	2.3	0.0	3.75 (0.75)
Islamic Studies Grades 1-6	31.8	31.8	31.8	4.5	0.0	3.91 (0.92)
Arabic Studies Grades 4-6	20.0	40.0	40.0	0.0	0.0	3.80 (0.76)
Mathematics Grades 4-6	15.4	50.0	26.9	7.7	0.0	3.73 (0.83)
Science Grades 4-6	19.2	50.0	23.1	3.8	3.8	3.77 (0.95)
Social Studies Grades 4-6	18.2	27.3	45.5	4.5	4.5	3.50 (1.01)
English Studies Grades 4-6	30.0	50.0	5.0	0.0	15.0	3.80 (1.32)
Total:	20.5	42.7	30.8	3.2	2.7	3.75 (0.91)

Item IIE2g: To what degree is the textbook satisfactory in terms of the amount of content in relation to the time allowed to cover it?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.4	50.0	38.6	0.0	0.0	3.73 (0.66)
Islamic Studies Grades 1-6	40.9	40.9	18.2	0.0	0.0	4.23 (0.75)
Arabic Studies Grades 4-6	12.0	52.0	32.0	4.0	0.0	3.72 (0.74)
Mathematics Grades 4-6	24.0	52.0	24.0	0.0	0.0	4.00 (0.71)
Science Grades 4-6	20.0	60.0	20.0	0.0	0.0	4.00 (0.65)
Social Studies Grades 4-6	4.3	43.5	47.8	4.3	0.0	3.48 (0.67)
English Studies Grades 4-6	25.0	30.0	25.0	5.0	15.0	3.45 (1.36)
Total:	18.5	47.8	30.4	1.6	1.6	3.80 (0.82)

Item IIE3a: To what degree does the textbook reflect the instructional objectives of the curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	45.5	29.5	0.0	0.0	3.96 (0.75)
Islamic Studies Grades 1-6	36.4	59.1	4.5	0.0	0.0	4.32 (0.57)
Arabic Studies Grades 4-6	20.0	72.0	8.0	0.0	0.0	4.12 (0.53)
Mathematics Grades 4-6	36.0	48.0	16.0	0.0	0.0	4.20 (0.71)
Science Grades 4-6	23.1	65.4	11.5	0.0	0.0	4.12 (0.59)
Social Studies Grades 4-6	13.0	60.9	17.4	8.7	0.0	3.78 (0.80)
English Studies Grades 4-6	31.6	36.8	5.3	10.5	15.8	3.58 (1.47)
Total:	26.1	54.9	15.2	2.2	1.6	4.02 (0.81)

Item IIE3b: To what degree does the textbook conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.6	53.5	23.3	4.7	0.0	3.86 (0.77)
Islamic Studies Grades 1-6	18.2	54.5	18.2	4.5	4.5	3.77 (0.97)
Arabic Studies Grades 4-6	12.5	58.3	29.2	0.0	0.0	3.83 (0.64)
Mathematics Grades 4-6	16.0	60.0	24.0	0.0	0.0	3.92 (0.64)
Science Grades 4-6	15.4	38.5	38.5	7.7	0.0	3.62 (0.85)
Social Studies Grades 4-6	13.0	43.5	39.1	4.3	0.0	3.65 (0.78)
English Studies Grades 4-6	15.0	40.0	30.0	0.0	15.0	3.40 (1.23)
Total:	15.8	50.3	28.4	3.3	2.2	3.74 (0.84)

Item IIE3c: To what degree does the textbook satisfy needs and develop interests and motivations of students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	38.6	40.9	0.0	0.0	3.80 (0.77)
Islamic Studies Grades 1-6	22.7	45.5	31.8	0.0	0.0	3.91 (0.75)
Arabic Studies Grades 4-6	8.0	64.0	20.0	4.0	4.0	3.68 (0.85)
Mathematics Grades 4-6	7.4	59.3	29.6	3.7	0.0	3.70 (0.67)
Science Grades 4-6	23.1	30.8	38.5	7.7	0.0	3.69 (0.93)
Social Studies Grades 4-6	9.1	54.5	27.3	9.1	0.0	3.64 (0.79)
English Studies Grades 4-6	17.6	29.4	23.5	0.0	29.4	3.06 (1.52)
Total:	15.8	45.9	31.7	3.3	3.3	3.68 (0.90)

Item IIE3d: To what degree does the textbook present characters or situations with which the student can identify?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.4	45.5	40.9	2.3	0.0	3.66 (0.71)
Islamic Studies Grades 1-6	13.6	68.2	18.2	0.0	0.0	3.96 (0.58)
Arabic Studies Grades 4-6	16.0	44.0	36.0	4.0	0.0	3.72 (0.79)
Mathematics Grades 4-6	11.5	53.8	34.6	0.0	0.0	3.77 (0.65)
Science Grades 4-6	11.5	42.3	42.3	3.8	0.0	3.62 (0.75)
Social Studies Grades 4-6	19.0	42.9	33.3	4.8	0.0	3.76 (0.83)
English Studies Grades 4-6	33.3	22.2	27.8	0.0	16.7	3.56 (1.42)
Total:	15.4	46.2	34.6	2.2	1.6	3.71 (0.81)

Item IIE3e: To what degree does the textbook help to develop critical thinking?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	29.5	47.7	4.5	0.0	3.61 (0.84)
Islamic Studies Grades 1-6	13.6	54.5	27.3	0.0	4.5	3.73 (0.38)
Arabic Studies Grades 4-6	20.0	48.0	20.0	8.0	4.0	3.72 (1.02)
Mathematics Grades 4-6	3.7	51.9	33.3	11.1	0.0	3.48 (0.75)
Science Grades 4-6	7.7	46.2	42.3	3.8	0.0	3.58 (0.70)
Social Studies Grades 4-6	4.5	36.4	40.9	18.2	0.0	3.27 (0.83)
English Studies Grades 4-6	50.0	22.7	9.1	9.1	9.1	3.96 (1.36)
Total:	16.5	40.4	33.5	7.4	2.1	3.62 (0.92)

Item IIE3f: To what degree does the textbook conform to the achievement level of the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	14.0	39.5	44.2	2.3	0.0	3.65 (0.75)
Islamic Studies Grades 1-6	31.8	36.4	22.7	9.1	0.0	3.91 (0.97)
Arabic Studies Grades 4-6	8.0	44.0	44.0	4.0	0.0	3.56 (0.71)
Mathematics Grades 4-6	11.1	55.6	29.6	3.7	0.0	3.74 (0.71)
Science Grades 4-6	12.0	32.0	52.0	4.0	0.0	3.52 (0.77)
Social Studies Grades 4-6	17.4	47.8	21.7	13.0	0.0	3.70 (0.93)
English Studies Grades 4-6	19.0	42.9	14.3	23.8	0.0	3.57 (1.08)
Total:	15.6	42.5	34.4	7.5	0.0	3.66 (0.83)

Item IIE4a: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are there some exercises that help in diagnosing the weaknesses of the children?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	6.8	47.7	38.6	6.8	0.0	3.55 (0.73)
Islamic Studies Grades 1-6	27.3	40.9	9.1	22.7	0.0	3.73 (1.12)
Arabic Studies Grades 4-6	8.3	54.2	20.8	16.7	0.0	3.54 (0.88)
Mathematics Grades 4-6	7.7	38.5	42.3	7.7	3.8	3.39 (0.90)
Science Grades 4-6	12.5	29.2	50.0	8.3	0.0	3.46 (0.83)
Social Studies Grades 4-6	17.4	30.4	47.8	4.3	0.0	3.61 (0.84)
English Studies Grades 4-6	34.8	21.7	39.1	0.0	4.3	3.83 (1.07)
Total:	15.1	38.7	36.0	9.1	1.1	3.58 (0.89)

Item IIE4b: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the activities suggested in the textbook practical?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.1	52.3	34.1	4.5	0.0	3.66 (0.71)
Islamic Studies Grades 1-6	22.7	22.7	40.9	4.5	9.1	3.46 (1.18)
Arabic Studies Grades 4-6	8.3	50.0	37.5	4.2	0.0	3.63 (0.71)
Mathematics Grades 4-6	8.0	48.0	40.0	4.0	0.0	3.56 (0.82)
Science Grades 4-6	16.0	32.0	44.0	8.0	0.0	3.56 (0.87)
Social Studies Grades 4-6	13.0	47.8	26.1	13.0	0.0	3.61 (0.89)
English Studies Grades 4-6	20.0	45.0	30.0	0.0	5.0	3.75 (0.97)
Total:	13.1	43.7	36.1	4.9	2.2	3.61 (0.86)

Item IIE4c: If the textbook you use has exercises that you use as student homework or classwork, please anwer the following question. To what extent are the activities suitable to the children of this age group?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects						
Grades 1-3	9.3	53.5	34.9	2.3	0.0	3.70 (0.67)
Islamic Studies						
Grades 1-6	13.6	59.1	18.2	0.0	9.1	3.68 (1.04)
Arabic Studies						
Grades 4-6	4.0	44.0	48.0	4.0	0.0	3.48 (0.65)
Mathematics						
Grades 4-6	8.0	48.0	36.0	8.0	0.0	3.56 (0.77)
Science						
Grades 4-6	12.5	45.8	41.7	0.0	0.0	3.71 (0.69)
Social Studies						
Grades 4-6	4.3	39.1	43.5	13.0	0.0	3.35 (0.78)
English Studies						
Grades 4-6	36.8	31.6	15.8	10.5	5.3	3.84 (1.21)
Total:	11.6	47.0	34.8	5.0	1.7	3.62 (0.82)

Item IIE4d: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent does the child feel motivated in solving the exercise?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects						
Grades 1-3	7.3	48.8	39.0	4.9	0.0	3.59 (0.71)
Islamic Studies						
Grades 1-6	9.5	66.7	14.3	4.8	4.8	3.71 (0.90)
Arabic Studies						
Grades 4-6	12.5	41.7	33.3	12.5	0.0	3.54 (0.88)
Mathematics						
Grades 4-6	7.7	30.8	50.0	7.7	3.8	3.31 (0.88)
Science						
Grades 4-6	8.3	41.7	45.8	4.2	0.0	3.54 (0.72)
Social Studies						
Grades 4-6	8.7	34.8	52.2	0.0	4.3	3.44 (0.84)
English Studies						
Grades 4-6	56.3	25.0	12.5	6.3	0.0	4.31 (0.95)
Total:	13.1	42.3	37.1	5.7	1.7	3.59 (0.85)

Item IIE4e: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the questions suitable to the mental maturity level of this age group?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	16.3	44.2	34.9	4.7	0.0	3.72 (0.80)
Islamic Studies Grades 1-6	9.1	54.5	31.8	4.5	0.0	3.68 (0.72)
Arabic Studies Grades 4-6	20.8	41.7	33.3	4.2	0.0	3.79 (0.83)
Mathematics Grades 4-6	8.0	40.0	44.4	8.0	0.0	3.48 (0.77)
Science Grades 4-6	11.5	42.3	42.3	3.8	0.0	3.62 (0.75)
Social Studies Grades 4-6	13.6	45.5	36.4	4.5	0.0	3.68 (0.78)
English Studies Grades 4-6	19.0	47.6	19.0	9.5	4.8	3.67 (1.07)
Total:	14.2	44.8	35.0	5.5	0.5	3.67 (0.81)

Part II Section E
Textbooks
(Administrator)

Item IIE	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what degree is the textbook satisfactory in terms of :						
a. design and layout (titles, table of contents, tables, examples, etc.)?	40.5	50.7	8.8	0.0	0.0	4.32 (0.63)
b. binding?	39.6	42.3	13.4	4.7	0.0	4.17 (0.83)
c. type size?	37.8	48.0	12.8	0.7	0.7	4.22 (0.74)
d. size of the book and the number of pages?	29.5	44.5	18.5	4.8	2.7	3.93 (0.96)
e. number, suitability, and usefulness of illustrations to assist in learning?	25.7	48.6	22.3	3.4	0.0	3.97 (0.79)
f. illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?	24.2	45.6	28.2	2.0	0.0	3.92 (0.78)
g. artistic quality and attractiveness of illustrations?	29.5	45.6	22.8	2.0	0.0	4.03 (0.78)
2. To what degree is the textbook satisfactory in terms of:						
a. logical sequencing of subject matter and learning tasks?	21.2	51.4	26.7	0.7	0.0	3.93 (0.71)
b. accuracy of information?	26.7	50.0	23.3	0.0	0.0	4.03 (0.71)
c. recency of information?	31.9	40.3	25.7	2.1	0.0	4.02 (0.82)
d. integration of the concepts and topics throughout the book?	26.5	48.3	22.4	2.7	0.0	3.99 (0.78)
e. flexibility and variety for adaptation to different learning situations?	17.4	45.6	31.5	4.0	1.3	3.74 (0.84)
f. integrating content with other subject matters without undue repetition?	21.1	38.8	32.7	6.8	0.7	3.73 (0.90)
g. amount of content in relation to the time allowed to cover it?	10.1	41.2	37.2	8.8	2.7	3.47 (0.89)
3. To what degree does the textbook:						
a. reflect instructional objectives of the curriculum?	22.3	50.7	22.3	4.7	0.0	3.91 (0.79)
b. conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?	17.5	37.1	35.0	9.8	0.7	3.61 (0.91)
c. satisfy needs and develop interests and motivations of students?	17.2	46.2	31.0	5.5	0.0	3.75 (0.80)
d. present characters or situations with which the student can identify?	18.6	45.5	33.1	1.4	1.4	3.79 (0.81)
e. help to develop critical thinking?	15.8	39.0	38.4	5.5	1.4	3.62 (0.86)
f. conform to the achievement level of the students?	13.7	44.5	32.2	7.5	2.1	3.60 (0.89)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIE	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
4. If the textbook you use has exercises that you use as student homework or classwork, please answer the following questions.						
a. To what extent are there some exercises that help in diagnosing the weaknesses of the children?	19.3	45.5	30.3	4.1	0.7	3.79 (0.83)
b. To what degree are the activities suggested in the textbook practical?	14.6	37.5	43.8	3.5	0.7	3.62 (0.80)
c. To what extent are the activities suitable to the children of this age group?	12.4	42.8	41.4	2.8	0.7	3.63 (0.76)
d. To what extent does the child feel motivated in solving the exercise?	11.8	40.3	39.6	7.6	0.7	3.55 (0.83)
e. To what degree are the questions suitable to the mental maturity level of this age group?	14.8	40.1	40.1	3.5	1.4	3.63 (0.83)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section F
Teacher Manual
(Teacher)

Item IIF1: To what extent are special skills or training required before the teacher can use the teacher's manual?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.5	26.3	27.3	8.1	15.8	3.32 (1.33)
Islamic Studies Grades 1-6	20.4	34.0	23.8	13.2	8.7	3.44 (1.20)
Arabic Studies Grades 4-6	14.9	28.7	32.8	12.6	10.9	3.24 (1.18)
Mathematics Grades 4-6	23.1	28.2	20.5	12.0	16.2	3.30 (1.38)
Science Grades 4-6	13.9	33.6	30.5	10.8	11.2	3.28 (1.17)
Social Studies Grades 4-6	16.7	28.1	34.2	13.2	7.9	3.33 (1.14)
English Studies Grades 4-6	42.1	37.7	16.4	3.8	0.0	4.18 (0.84)
Total:	22.0	29.8	26.6	9.7	11.9	3.40 (1.26)

Item IIF2a: In the teacher's manual, to what degree are subject-matter topics and activities presented in a coherent, step-by-step manner?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.5	34.5	23.8	6.1	3.1	3.87 (1.04)
Islamic Studies Grades 1-6	29.3	38.4	23.2	5.3	3.8	3.84 (1.03)
Arabic Studies Grades 4-6	20.0	37.1	32.0	6.3	4.6	3.62 (1.02)
Mathematics Grades 4-6	21.7	45.8	29.2	2.5	0.8	3.85 (0.82)
Science Grades 4-6	14.0	44.3	32.0	7.5	2.2	3.61 (0.90)
Social Studies Grades 4-6	25.4	43.2	22.9	5.1	3.4	3.82 (0.98)
English Studies Grades 4-6	44.0	39.4	11.9	4.1	0.5	4.22 (0.85)
Total:	28.3	38.3	24.8	5.9	2.7	3.84 (0.99)

Item IIF2b: In the teacher's manual, to what degree are instructional objectives stated?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	35.2	34.9	20.1	6.4	3.4	3.92 (1.05)
Islamic Studies Grades 1-6	37.7	37.4	19.5	3.9	1.6	4.06 (0.93)
Arabic Studies Grades 4-6	27.6	37.9	24.1	7.5	2.9	3.80 (1.02)
Mathematics Grades 4-6	28.6	45.4	21.0	4.2	0.8	3.97 (0.86)
Science Grades 4-6	21.8	47.3	22.3	6.8	1.8	3.81 (0.92)
Social Studies Grades 4-6	31.1	44.5	17.6	5.0	1.7	3.96 (0.92)
English Studies Grades 4-6	39.6	39.6	16.1	3.6	1.0	4.13 (0.89)
Total:	33.1	38.6	20.0	5.8	2.5	3.94 (0.99)

Item IIF2c (i): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to the teacher only?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	34.5	37.8	19.4	4.6	3.7	3.95 (1.03)
Islamic Studies Grades 1-6	30.6	47.5	14.6	5.5	1.8	4.00 (0.92)
Arabic Studies Grades 4-6	27.6	41.4	19.7	5.9	5.3	3.80 (1.07)
Mathematics Grades 4-6	34.3	46.5	16.2	1.0	2.0	4.10 (0.84)
Science Grades 4-6	22.5	40.7	25.4	4.8	6.7	3.68 (1.08)
Social Studies Grades 4-6	28.0	51.4	14.0	4.7	1.9	3.99 (0.89)
English Studies Grades 4-6	42.6	33.0	18.8	4.0	1.7	4.11 (0.96)
Total:	32.6	40.2	19.0	4.5	3.6	3.94 (1.01)

Item IIF2c (ii): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to both the teacher and the student?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.7	29.7	27.3	10.1	8.2	3.53 (1.20)
Islamic Studies Grades 1-6	32.3	32.3	22.0	9.5	3.9	3.80 (1.11)
Arabic Studies Grades 4-6	19.5	27.4	32.9	15.9	4.3	3.42 (1.10)
Mathematics Grades 4-6	17.0	45.5	27.7	8.0	1.8	3.68 (0.91)
Science Grades 4-6	16.1	33.0	35.3	10.1	5.5	3.44 (1.05)
Social Studies Grades 4-6	18.9	40.5	28.8	8.1	3.6	3.63 (1.00)
English Studies Grades 4-6	30.2	40.1	22.0	4.9	2.7	3.90 (0.98)
Total:	24.2	33.0	27.5	9.8	5.6	3.60 (1.12)

Item IIF2d: In the teacher's manual, to what degree are instructional objectives related to the subject matter?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.7	38.6	18.8	5.3	2.6	3.97 (0.99)
Islamic Studies Grades 1-6	36.6	42.4	17.7	1.6	1.6	4.11 (0.87)
Arabic Studies Grades 4-6	26.4	39.7	21.3	8.0	4.6	3.75 (1.08)
Mathematics Grades 4-6	24.6	38.6	28.9	4.4	3.5	3.76 (0.99)
Science Grades 4-6	20.8	45.2	25.3	6.3	2.3	3.76 (0.93)
Social Studies Grades 4-6	31.9	42.2	19.8	4.3	1.7	3.98 (0.92)
English Studies Grades 4-6	32.6	41.7	21.9	3.2	0.5	4.03 (0.85)
Total:	31.2	40.9	20.7	4.8	2.4	3.94 (0.96)

Item IIF2e: In the teacher's manual, to what degree are objectives and procedures consistent?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.5	40.4	26.1	4.8	1.2	3.88 (0.91)
Islamic Studies Grades 1-6	37.7	35.6	22.5	2.5	1.7	4.05 (0.93)
Arabic Studies Grades 4-6	21.4	41.0	28.9	6.4	2.3	3.73 (0.95)
Mathematics Grades 4-6	19.8	45.7	31.0	2.6	0.9	3.81 (0.81)
Science Grades 4-6	19.9	45.2	26.7	5.9	2.3	3.75 (0.92)
Social Studies Grades 4-6	17.9	53.8	23.1	3.4	1.7	3.83 (0.82)
English Studies Grades 4-6	27.2	42.8	26.7	2.2	1.1	3.93 (0.85)
Total:	26.2	42.2	25.8	4.3	1.4	3.87 (0.90)

Item IIF2f (i): In the teacher's manual, to what degree are major learning outcomes cognitive in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.6	46.1	18.1	3.0	1.2	4.04 (0.85)
Islamic Studies Grades 1-6	36.3	46.5	14.3	1.2	1.6	4.15 (0.83)
Arabic Studies Grades 4-6	25.6	47.2	19.3	5.1	2.8	3.88 (0.95)
Mathematics Grades 4-6	24.1	46.6	25.9	3.4	0.0	3.91 (0.80)
Science Grades 4-6	18.5	48.2	25.2	5.4	2.7	3.74 (0.91)
Social Studies Grades 4-6	37.6	43.6	14.5	3.4	0.9	4.14 (0.85)
English Studies Grades 4-6	32.8	38.3	22.4	6.6	0.0	3.97 (0.90)
Total:	29.6	45.8	19.6	3.6	1.4	3.99 (0.87)

Item IIF2f (ii): In the teacher's manual, to what degree are major learning outcomes affective in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.1	37.9	25.0	6.7	2.2	3.83 (0.99)
Islamic Studies Grades 1-6	24.9	44.4	23.7	4.6	2.5	3.85 (0.93)
Arabic Studies Grades 4-6	17.1	34.3	32.0	11.4	5.1	3.47 (1.07)
Mathematics Grades 4-6	17.1	39.3	30.8	10.3	2.6	3.58 (0.98)
Science Grades 4-6	18.8	32.6	37.1	8.0	3.6	3.55 (1.00)
Social Studies Grades 4-6	20.3	45.8	26.3	5.1	2.5	3.76 (0.92)
English Studies Grades 4-6	20.7	43.7	32.2	2.9	0.6	3.81 (0.81)
Total:	23.4	38.8	28.3	6.8	2.6	3.74 (0.98)

Item IIF2f (iii): In the teacher's manual, to what degree are major learning outcomes psychomotor in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.9	33.8	28.4	8.8	3.1	3.71 (1.04)
Islamic Studies Grades 1-6	24.8	32.9	26.8	10.2	5.3	3.62 (1.12)
Arabic Studies Grades 4-6	17.1	32.0	32.0	12.6	6.3	3.41 (1.11)
Mathematics Grades 4-6	18.1	38.8	31.0	8.6	3.4	3.60 (1.00)
Science Grades 4-6	18.2	35.6	29.8	12.9	3.6	3.52 (1.04)
Social Studies Grades 4-6	21.6	42.2	21.6	10.3	4.3	3.66 (1.06)
English Studies Grades 4-6	30.6	33.5	29.5	5.8	0.6	3.88 (0.94)
Total:	23.7	34.4	29.0	9.3	3.6	3.65 (1.05)

Item IIF2g: In the teacher's manual, to what degree are suggestions given for a variety of activities and ideas for classroom use?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	26.3	35.8	29.1	6.4	2.4	3.77 (0.99)
Islamic Studies Grades 1-6	22.0	38.0	27.8	9.4	2.9	3.67 (1.01)
Arabic Studies Grades 4-6	15.9	37.6	34.7	8.2	3.5	3.54 (0.97)
Mathematics Grades 4-6	25.2	36.5	27.8	8.7	1.7	3.75 (0.99)
Science Grades 4-6	18.6	37.1	30.8	9.0	4.5	3.56 (1.04)
Social Studies Grades 4-6	20.7	35.3	32.8	8.6	2.6	3.63 (0.99)
English Studies Grades 4-6	42.6	35.0	17.5	4.9	0.0	4.15 (0.88)
Total:	25.2	36.6	28.4	7.3	2.5	3.75 (1.00)

Item IIF3a: To what degree does the teacher's manual effectively communicate the instructional objectives?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	38.0	40.4	15.8	4.7	1.1	4.09 (0.90)
Islamic Studies Grades 1-6	42.5	39.5	14.5	2.6	0.6	4.20 (0.85)
Arabic Studies Grades 4-6	30.5	37.9	23.6	5.7	2.3	3.89 (0.99)
Mathematics Grades 4-6	25.6	43.6	23.1	6.0	1.7	3.86 (0.93)
Science Grades 4-6	23.9	46.8	21.1	5.5	2.8	3.84 (0.95)
Social Studies Grades 4-6	30.2	45.7	17.2	3.4	3.4	3.96 (0.96)
English Studies Grades 4-6	43.0	41.4	14.0	0.5	1.1	4.25 (0.79)
Total:	35.1	41.8	17.3	4.4	1.4	4.05 (0.91)

Item IIF3b: To what degree does the teacher's manual effectively communicate the background needed to understand the subject matter?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	33.2	38.8	20.1	6.3	1.5	3.96 (0.96)
Islamic Studies Grades 1-6	28.2	40.6	23.5	6.4	1.3	3.88 (0.94)
Arabic Studies Grades 4-6	22.0	37.6	24.9	11.6	4.0	3.62 (1.08)
Mathematics Grades 4-6	29.1	39.3	23.1	6.8	1.7	3.87 (0.97)
Science Grades 4-6	19.3	35.8	34.9	5.5	4.6	3.60 (1.01)
Social Studies Grades 4-6	19.3	43.7	23.5	9.2	4.2	3.65 (1.03)
English Studies Grades 4-6	43.9	36.0	15.9	2.6	1.6	4.18 (0.91)
Total:	30.0	38.4	22.8	6.6	2.3	3.87 (0.99)

Item IIF3c: To what degree does the teacher's manual effectively communicate the subject matter itself?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	31.4	40.9	19.7	5.2	2.8	3.93 (0.98)
Islamic Studies Grades 1-6	30.2	39.6	19.4	8.1	2.7	3.87 (1.02)
Arabic Studies Grades 4-6	24.3	35.8	20.8	13.9	5.2	3.60 (1.15)
Mathematics Grades 4-6	29.3	37.9	26.7	2.6	3.4	3.87 (0.98)
Science Grades 4-6	18.4	41.9	28.6	7.4	3.7	3.64 (0.99)
Social Studies Grades 4-6	22.4	40.5	22.4	7.8	6.9	3.64 (1.12)
English Studies Grades 4-6	45.2	34.6	14.4	4.3	1.6	4.18 (0.94)
Total:	29.8	39.8	20.9	6.4	3.0	3.87 (1.01)

Item IIF4a: To what extent is the content of the teacher's manual presented clearly?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	31.5	34.6	22.2	8.1	3.7	3.82 (1.08)
Islamic Studies Grades 1-6	30.6	37.5	20.8	8.3	2.8	3.85 (1.04)
Arabic Studies Grades 4-6	21.8	35.9	25.9	8.8	7.6	3.55 (1.15)
Mathematics Grades 4-6	23.3	44.8	25.0	4.3	2.6	3.82 (0.93)
Science Grades 4-6	17.0	39.0	31.7	7.3	5.0	3.56 (1.02)
Social Studies Grades 4-6	28.0	35.6	22.0	11.0	3.4	3.74 (1.09)
English Studies Grades 4-6	39.9	33.5	16.5	6.9	3.2	4.00 (1.07)
Total:	28.4	36.7	23.1	7.8	4.0	3.78 (1.07)

Item IIF4b: To what extent is the content of the teacher's manual recent and timely?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	26.3	36.4	22.8	9.3	5.3	3.69 (1.12)
Islamic Studies Grades 1-6	21.3	34.8	27.6	10.9	5.4	3.56 (1.11)
Arabic Studies Grades 4-6	16.9	27.1	31.3	17.5	7.2	3.29 (1.16)
Mathematics Grades 4-6	21.7	38.3	32.2	5.2	2.6	3.71 (0.95)
Science Grades 4-6	12.2	36.5	37.8	9.0	4.5	3.43 (0.97)
Social Studies Grades 4-6	21.6	31.0	21.6	18.1	7.8	3.41 (1.23)
English Studies Grades 4-6	27.7	38.8	14.9	8.5	10.1	3.65 (1.25)
Total:	22.0	35.9	26.2	10.0	5.9	3.58 (1.11)

Item IIF5a: To what degree do you find the following deficiency in the teacher's manual? Presentation of subject matter is not orderly.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	15.0	18.5	22.9	17.9	25.7	2.79 (1.40)
Islamic Studies Grades 1-6	10.4	23.0	23.4	19.3	23.4	2.77 (1.32)
Arabic Studies Grades 4-6	11.2	18.3	36.1	13.0	21.3	2.85 (1.27)
Mathematics Grades 4-6	11.2	33.6	30.2	9.5	15.5	3.16 (1.22)
Science Grades 4-6	13.8	21.2	33.6	19.8	11.5	3.06 (1.20)
Social Studies Grades 4-6	11.2	19.8	25.9	25.0	18.1	2.81 (1.26)
English Studies Grades 4-6	24.9	26.5	16.8	14.6	17.3	3.27 (1.43)
Total:	14.4	21.5	25.8	16.9	21.4	2.90 (1.35)

Item IIF5b: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too confining for the teacher.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	15.9	18.7	22.0	15.8	27.6	2.80 (1.43)
Islamic Studies Grades 1-6	14.1	19.4	20.3	26.0	20.3	2.81 (1.34)
Arabic Studies Grades 4-6	16.1	14.3	31.5	19.0	19.0	2.89 (1.32)
Mathematics Grades 4-6	8.9	18.8	35.7	13.4	23.2	2.77 (1.25)
Science Grades 4-6	15.7	20.7	33.6	14.7	15.2	3.07 (1.26)
Social Studies Grades 4-6	17.3	23.6	20.9	23.6	14.5	3.06 (1.33)
English Studies Grades 4-6	21.7	24.4	25.0	13.9	15.0	3.24 (1.34)
Total:	15.5	19.7	25.3	16.9	22.7	2.89 (1.37)

Item IIF5c: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too vague and lacks direction for the teacher.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	15.2	18.7	18.7	16.8	30.6	2.71 (1.45)
Islamic Studies Grades 1-6	13.9	16.7	24.5	21.8	23.1	2.76 (1.35)
Arabic Studies Grades 4-6	16.0	18.9	23.7	17.2	24.3	2.85 (1.40)
Mathematics Grades 4-6	11.4	19.3	28.9	14.0	26.3	2.75 (1.34)
Science Grades 4-6	15.9	22.0	29.4	17.8	15.0	3.06 (1.28)
Social Studies Grades 4-6	14.7	16.4	28.4	25.0	15.5	2.90 (1.27)
English Studies Grades 4-6	22.8	26.1	18.3	13.9	18.9	3.20 (1.43)
Total:	15.5	19.8	22.4	16.9	25.4	2.83 (1.41)

Item IIF5d: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual does not clearly define the expected student outcomes.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	13.9	20.0	24.1	16.3	25.6	2.80 (1.38)
Islamic Studies Grades 1-6	15.0	20.8	27.1	15.8	21.2	2.93 (1.35)
Arabic Studies Grades 4-6	18.9	20.7	26.0	16.6	17.8	3.07 (1.36)
Mathematics Grades 4-6	10.3	20.7	39.7	12.9	16.4	2.96 (1.19)
Science Grades 4-6	12.3	23.1	32.5	18.4	13.7	3.02 (1.21)
Social Studies Grades 4-6	16.5	20.0	28.7	24.3	10.4	3.08 (1.24)
English Studies Grades 4-6	25.3	27.6	19.0	14.9	13.2	3.37 (1.36)
Total:	15.0	21.2	26.4	16.4	21.0	2.93 (1.35)

Item IIF6a: To what degree are the ideas, suggestions and activities presented in the teacher's manual useful and relevant?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	28.8	39.2	23.7	5.8	2.4	3.86 (0.98)
Islamic Studies Grades 1-6	28.7	37.2	27.3	5.3	1.4	3.87 (0.94)
Arabic Studies Grades 4-6	20.9	39.0	28.8	7.3	4.0	3.66 (1.02)
Mathematics Grades 4-6	25.4	35.2	32.0	3.3	4.1	3.75 (1.01)
Science Grades 4-6	21.2	35.0	34.5	5.3	4.0	3.64 (1.00)
Social Studies Grades 4-6	29.8	39.5	21.9	4.4	4.4	3.86 (1.04)
English Studies Grades 4-6	47.8	29.1	14.3	3.8	4.9	4.11 (1.10)
Total:	28.4	37.3	25.7	5.6	2.9	3.83 (1.00)

Item IIF6b: To what degree are the ideas, suggestions, and activities presented in the teacher's manual practical to implement?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	25.1	37.0	26.4	8.8	2.7	3.73 (1.02)
Islamic Studies Grades 1-6	22.5	43.8	21.7	9.8	2.2	3.75 (0.98)
Arabic Studies Grades 4-6	16.6	40.0	33.1	5.1	5.1	3.58 (1.00)
Mathematics Grades 4-6	15.3	41.5	32.2	8.5	2.5	3.59 (0.94)
Science Grades 4-6	14.9	33.3	39.6	8.1	4.1	3.47 (0.98)
Social Studies Grades 4-6	25.7	41.6	21.2	6.2	5.3	3.76 (1.07)
English Studies Grades 4-6	36.3	41.2	16.5	4.9	1.1	4.07 (0.91)
Total:	23.0	38.6	27.4	7.9	3.0	3.71 (1.01)

Item IIF6c: To what degree are the ideas, suggestion, and activities presented in the teacher's manual interesting and enjoyed by the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.1	32.8	30.2	9.8	4.0	3.61 (1.07)
Islamic Studies Grades 1-6	21.8	34.2	31.3	6.5	6.2	3.59 (1.09)
Arabic Studies Grades 4-6	14.1	36.2	27.7	15.3	6.8	3.36 (1.11)
Mathematics Grades 4-6	13.7	29.9	46.2	6.8	3.4	3.44 (0.93)
Science Grades 4-6	13.3	31.4	35.8	14.6	4.9	3.34 (1.04)
Social Studies Grades 4-6	21.6	31.5	31.5	12.6	2.7	3.57 (1.05)
English Studies Grades 4-6	38.2	36.6	17.2	6.5	1.6	4.03 (0.98)
Total:	21.5	33.7	30.5	9.9	4.4	3.58 (1.07)

Item IIF6d: To what degree are the ideas, suggestions, and activities presented in the teacher's manual fully involving the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.1	30.7	31.5	11.8	4.8	3.52 (1.10)
Islamic Studies Grades 1-6	23.6	30.3	30.3	12.0	3.7	3.58 (1.09)
Arabic Studies Grades 4-6	13.0	29.9	32.8	16.9	7.3	3.24 (1.11)
Mathematics Grades 4-6	12.8	30.8	41.0	12.8	2.6	3.39 (0.96)
Science Grades 4-6	13.6	31.7	41.2	8.6	5.0	3.40 (0.99)
Social Studies Grades 4-6	20.4	32.7	32.7	8.0	6.2	3.53 (1.09)
English Studies Grades 4-6	35.0	36.7	18.3	7.2	2.8	3.94 (1.04)
Total:	20.3	31.6	31.9	11.6	4.7	3.51 (1.08)

Item IIF6e (i): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of below average students?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	16.8	24.7	33.8	15.9	8.8	3.25 (1.17)
Islamic Studies Grades 1-6	17.3	28.5	30.8	18.5	5.0	3.35 (1.12)
Arabic Studies Grades 4-6	14.9	29.7	33.7	13.1	8.6	3.29 (1.14)
Mathematics Grades 4-6	15.3	22.0	40.7	16.1	5.9	3.25 (1.09)
Science Grades 4-6	11.7	27.9	36.9	15.8	7.7	3.20 (1.08)
Social Studies Grades 4-6	13.5	33.3	36.9	10.8	5.4	3.39 (1.03)
English Studies Grades 4-6	35.6	32.8	19.8	8.5	3.4	3.89 (1.09)
Total:	17.4	27.2	32.9	15.2	7.3	3.32 (1.15)

Item IIF6e (ii): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of average students?

	Mostly	Frequentl	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	18.1	37.0	34.1	6.6	4.1	3.58 (0.99)
Islamic Studies Grades 1-6	14.8	47.0	27.3	8.7	2.3	3.63 (0.92)
Arabic Studies Grades 4-6	9.7	45.1	29.7	11.4	4.0	3.45 (0.96)
Mathematics Grades 4-6	12.0	37.6	34.2	12.0	4.3	3.41 (0.99)
Science Grades 4-6	14.5	39.8	30.3	11.3	4.1	3.49 (1.01)
Social Studies Grades 4-6	15.2	51.8	20.5	8.0	4.5	3.65 (0.98)
English Studies Grades 4-6	38.0	37.0	17.9	5.4	1.6	4.04 (0.96)
Total:	17.8	40.0	30.5	8.1	3.6	3.60 (0.99)

Item IIF6e (iii): To what degree are the ideas, suggestions and activities presented in the teacher's manual suitable for the learning capabilities of superior students?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	34.8	42.2	15.7	4.2	3.2	4.01 (0.98)
Islamic Studies Grades 1-6	34.1	42.7	16.9	5.6	0.7	4.04 (0.90)
Arabic Studies Grades 4-6	30.2	36.6	18.6	7.0	7.6	3.75 (1.16)
Mathematics Grades 4-6	23.9	39.3	25.6	6.0	5.1	3.71 (1.06)
Science Grades 4-6	23.0	34.2	32.4	5.0	5.4	3.64 (1.06)
Social Studies Grades 4-6	30.9	37.3	20.0	7.3	4.5	3.83 (1.09)
English Studies Grades 4-6	43.5	32.1	17.9	4.9	1.6	4.11 (0.98)
Total:	32.7	39.5	19.2	4.9	3.6	3.93 (1.02)

Item IIF7a: To what extent are the teaching materials and equipment suggested by the teacher's manual available?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	19.0	22.4	26.6	15.0	17.0	3.11 (1.34)
Islamic Studies Grades 1-6	21.1	21.5	27.3	16.2	13.8	3.20 (1.32)
Arabic Studies Grades 4-6	13.1	18.3	28.6	22.3	17.7	2.87 (1.28)
Mathematics Grades 4-6	14.8	28.7	31.3	12.2	13.0	3.20 (1.22)
Science Grades 4-6	14.4	23.0	36.5	14.0	12.2	3.14 (1.19)
Social Studies Grades 4-6	19.3	24.6	30.7	14.0	11.4	3.26 (1.25)
English Studies Grades 4-6	41.8	36.3	17.0	4.4	0.5	4.14 (0.89)
Total:	20.0	23.5	28.0	14.5	13.9	3.21 (1.30)

Item IIF7b (i): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the teacher?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	19.7	34.4	24.5	11.8	9.7	3.43 (1.21)
Islamic Studies Grades 1-6	24.1	33.0	26.4	9.6	6.9	3.58 (1.16)
Arabic Studies Grades 4-6	19.5	29.3	27.0	14.9	9.2	3.35 (1.22)
Mathematics Grades 4-6	18.3	33.0	33.9	6.1	8.7	3.46 (1.13)
Science Grades 4-6	12.9	36.4	32.7	10.6	7.4	3.37 (1.07)
Social Studies Grades 4-6	25.7	28.3	22.1	12.4	11.5	3.44 (1.31)
English Studies Grades 4-6	48.9	30.9	16.9	2.2	1.1	4.24 (0.89)
Total:	22.1	33.3	25.9	10.6	8.1	3.51 (1.18)

Item IIF7b (ii): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the students?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	16.0	27.3	28.9	15.2	12.6	3.19 (1.24)
Islamic Studies Grades 1-6	17.7	30.0	31.2	8.8	12.3	3.32 (1.22)
Arabic Studies Grades 4-6	11.9	23.7	24.3	23.7	16.4	2.91 (1.27)
Mathematics Grades 4-6	16.1	34.8	28.6	13.4	7.1	3.39 (1.13)
Science Grades 4-6	13.1	26.2	39.8	14.9	5.9	3.26 (1.05)
Social Studies Grades 4-6	18.5	29.6	28.7	13.0	10.2	3.33 (1.22)
English Studies Grades 4-6	40.7	32.3	14.4	8.4	4.2	3.97 (1.13)
Total:	17.3	28.6	28.9	14.3	10.9	3.27 (1.22)

Item IIF8a: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of listening?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.0	35.3	27.7	7.6	5.3	3.65 (1.09)
Islamic Studies Grades 1-6	27.6	33.9	23.7	9.3	5.4	3.69 (1.13)
Arabic Studies Grades 4-6	18.7	42.1	22.2	11.7	5.3	3.57 (1.08)
Mathematics Grades 4-6	20.2	33.6	30.3	7.6	8.4	3.50 (1.15)
Science Grades 4-6	13.5	34.5	38.6	8.1	5.4	3.43 (1.00)
Social Studies Grades 4-6	25.0	43.1	23.3	3.4	5.2	3.79 (1.03)
English Studies Grades 4-6	49.2	31.1	12.4	6.2	1.0	4.21 (0.96)
Total:	24.6	35.8	26.5	8.0	5.1	3.67 (1.09)

Item IIF8b: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of discussing?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.2	38.7	24.2	8.2	2.7	3.77 (1.01)
Islamic Studies Grades 1-6	31.0	40.0	20.8	6.7	1.6	3.92 (0.96)
Arabic Studies Grades 4-6	17.3	47.4	20.2	9.2	5.8	3.61 (1.06)
Mathematics Grades 4-6	17.5	33.3	37.5	9.2	2.5	3.54 (0.97)
Science Grades 4-6	18.4	43.5	26.5	8.5	3.1	3.66 (0.98)
Social Studies Grades 4-6	25.4	44.7	19.3	4.4	6.1	3.79 (1.07)
English Studies Grades 4-6	35.0	36.1	22.8	5.6	0.6	3.99 (0.93)
Total:	24.8	40.2	24.6	7.7	2.7	3.77 (0.99)

Item IIF8c: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of defining and explaining key terms and concepts?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.0	37.4	26.5	6.2	2.8	3.80 (1.00)
Islamic Studies Grades 1-6	27.8	39.0	18.9	10.8	3.5	3.77 (1.08)
Arabic Studies Grades 4-6	17.2	37.3	30.2	10.7	4.7	3.52 (1.05)
Mathematics Grades 4-6	15.1	43.7	33.6	3.4	4.2	3.62 (0.93)
Science Grades 4-6	20.6	39.0	29.1	8.1	3.1	3.66 (1.00)
Social Studies Grades 4-6	19.6	48.2	22.3	5.4	4.5	3.73 (0.99)
English Studies Grades 4-6	32.6	37.4	23.5	5.9	0.5	3.96 (0.92)
Total:	25.0	38.6	26.1	7.4	3.0	3.75 (1.01)

Item IIF8d: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of contrasting and comparing?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	24.3	33.3	29.9	10.5	2.1	3.67 (1.02)
Islamic Studies Grades 1-6	19.2	33.7	33.7	9.8	3.5	3.55 (1.02)
Arabic Studies Grades 4-6	14.4	31.7	33.5	13.8	6.6	3.34 (1.09)
Mathematics Grades 4-6	16.0	37.0	36.1	6.7	4.2	3.54 (0.98)
Science Grades 4-6	15.6	34.9	34.4	12.4	2.8	3.48 (0.99)
Social Studies Grades 4-6	14.0	42.1	29.8	9.6	4.4	3.52 (1.00)
English Studies Grades 4-6	32.4	40.4	22.3	3.7	1.1	4.00 (0.89)
Total:	21.6	34.7	30.9	10.0	2.8	3.62 (1.02)

Item IIF8e: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of recognizing various methods to solve problems?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.2	30.5	27.2	9.6	6.5	3.60 (1.16)
Islamic Studies Grades 1-6	20.0	34.0	26.0	12.8	7.2	3.47 (1.16)
Arabic Studies Grades 4-6	15.3	21.2	41.2	14.1	8.2	3.21 (1.12)
Mathematics Grades 4-6	18.3	36.7	33.3	8.3	3.3	3.58 (0.99)
Science Grades 4-6	20.8	31.7	28.5	14.0	5.0	3.49 (1.12)
Social Studies Grades 4-6	22.1	35.4	28.3	8.8	5.3	3.60 (1.09)
English Studies Grades 4-6	37.4	32.6	23.5	3.2	3.2	3.98 (1.02)
Total:	23.7	31.6	28.5	10.3	5.9	3.57 (1.13)

Item IIF9a: To what degree is the teacher's manual helpful in promoting the teacher's understanding of the concept in order to be able to present it in class?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.8	36.2	20.5	7.5	3.9	3.85 (1.07)
Islamic Studies Grades 1-6	30.1	39.8	21.4	6.0	2.6	3.89 (0.99)
Arabic Studies Grades 4-6	22.4	30.5	27.0	12.1	8.0	3.47 (1.20)
Mathematics Grades 4-6	24.2	39.2	25.8	9.2	1.7	3.75 (0.98)
Science Grades 4-6	17.5	40.4	32.5	5.7	3.9	3.62 (0.97)
Social Studies Grades 4-6	31.6	36.0	23.7	7.0	1.8	3.89 (0.99)
English Studies Grades 4-6	47.1	34.0	15.7	2.6	0.5	4.25 (0.85)
Total:	29.7	36.9	22.5	7.3	3.6	3.82 (1.05)

Item IIF9b: To what degree is the teacher's manual helpful in suggesting new ideas to facilitate the students' understanding of the concepts?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.0	34.4	29.7	6.4	3.5	3.73 (1.03)
Islamic Studies Grades 1-6	21.1	39.0	26.7	10.0	3.2	3.65 (1.02)
Arabic Studies Grades 4-6	13.8	32.8	35.1	12.6	5.7	3.36 (1.05)
Mathematics Grades 4-6	26.7	37.9	30.2	1.7	3.4	3.83 (0.96)
Science Grades 4-6	17.3	30.2	38.2	10.7	3.6	3.47 (1.01)
Social Studies Grades 4-6	25.0	33.9	33.0	7.1	0.9	3.75 (0.94)
English Studies Grades 4-6	40.1	37.4	19.3	1.6	1.6	4.13 (0.89)
Total:	24.0	35.4	29.9	7.4	3.3	3.69 (1.02)

Item IIF9c: To what degree is the teacher's manual helpful in suggesting extra figures and charts to facilitate the concept acquisition?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.1	34.0	26.7	8.2	2.9	3.76 (1.04)
Islamic Studies Grades 1-6	19.8	36.0	30.4	9.9	4.0	3.58 (1.04)
Arabic Studies Grades 4-6	13.1	29.7	36.0	12.6	8.6	3.26 (1.11)
Mathematics Grades 4-6	24.8	33.1	32.2	8.3	1.7	3.71 (0.99)
Science Grades 4-6	12.0	28.0	40.9	14.7	4.4	3.28 (1.00)
Social Studies Grades 4-6	19.8	34.2	27.9	12.6	5.4	3.51 (1.11)
English Studies Grades 4-6	30.3	40.0	22.7	4.3	2.7	3.91 (0.97)
Total:	22.9	33.7	30.5	9.2	3.6	3.63 (1.05)

Item IIF9d: To what degree is the teacher's manual helpful in giving more examples and non-examples of each concept?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.3	32.4	27.2	10.5	3.6	3.67 (1.08)
Islamic Studies Grades 1-6	18.5	33.7	32.9	11.2	3.6	3.52 (1.03)
Arabic Studies Grades 4-6	14.7	26.5	35.9	16.5	6.5	3.27 (1.10)
Mathematics Grades 4-6	19.5	36.4	33.1	6.8	4.2	3.60 (1.01)
Science Grades 4-6	14.2	29.6	39.8	11.1	5.3	3.36 (1.03)
Social Studies Grades 4-6	20.0	36.4	27.3	10.0	6.4	3.54 (1.11)
English Studies Grades 4-6	32.6	38.4	23.7	3.7	1.6	3.97 (0.93)
Total:	22.3	32.9	30.4	10.6	3.9	3.59 (1.06)

Item IIF9e: To what degree is the teacher's manual helpful in suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.3	32.9	26.7	8.8	3.4	3.74 (1.07)
Islamic Studies Grades 1-6	23.5	36.3	29.5	8.0	2.8	3.70 (1.01)
Arabic Studies Grades 4-6	17.3	32.9	32.9	11.6	5.2	3.46 (1.07)
Mathematics Grades 4-6	23.9	31.6	30.8	8.5	5.1	3.61 (1.10)
Science Grades 4-6	16.2	32.9	35.6	12.2	3.2	3.47 (1.01)
Social Studies Grades 4-6	23.1	37.0	23.1	10.2	6.5	3.60 (1.14)
English Studies Grades 4-6	35.9	38.6	17.4	5.4	2.7	4.00 (1.00)
Total:	24.8	34.4	28.4	8.9	3.5	3.68 (1.05)

Item IIF9f: To what degree is the teacher's manual helpful in providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.1	37.3	24.6	8.6	3.4	3.74 (1.04)
Islamic Studies Grades 1-6	27.3	37.5	24.0	6.7	4.5	3.76 (1.07)
Arabic Studies Grades 4-6	21.7	31.4	30.3	10.3	6.3	3.52 (1.13)
Mathematics Grades 4-6	24.6	35.6	28.8	7.6	3.4	3.70 (1.03)
Science Grades 4-6	18.2	31.6	39.6	6.2	4.4	3.53 (1.01)
Social Studies Grades 4-6	31.0	37.9	19.0	6.9	5.2	3.83 (1.11)
English Studies Grades 4-6	31.9	35.1	28.7	3.7	0.5	3.94 (0.90)
Total:	25.0	36.1	27.7	7.6	3.7	3.71 (1.04)

Item IIF9g: To what degree is the teacher's manual helpful in providing the teacher with ideas and examples to design assessment of the student's progress?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.3	36.6	23.4	8.9	3.8	3.75 (1.07)
Islamic Studies Grades 1-6	26.8	38.3	25.3	6.3	3.3	3.79 (1.02)
Arabic Studies Grades 4-6	19.9	33.5	29.0	11.9	5.7	3.50 (1.11)
Mathematics Grades 4-6	19.2	44.2	25.8	8.3	2.5	3.69 (0.96)
Science Grades 4-6	15.2	34.8	39.7	7.1	3.1	3.52 (0.94)
Social Studies Grades 4-6	30.4	38.3	18.3	7.8	5.2	3.81 (1.12)
English Studies Grades 4-6	30.2	45.3	20.3	3.1	1.0	4.01 (0.85)
Total:	24.3	38.2	26.2	7.9	3.4	3.72 (1.03)

Item IIF10a: To what extent does the teacher's manual offer adequate evaluation procedures for assessing factual recall?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	26.5	37.2	26.5	6.0	3.8	3.77 (1.03)
Islamic Studies Grades 1-6	26.0	42.3	19.5	9.3	2.8	3.79 (1.02)
Arabic Studies Grades 4-6	13.2	40.8	33.9	6.9	5.2	3.50 (0.98)
Mathematics Grades 4-6	23.5	36.1	32.8	5.0	2.5	3.73 (0.96)
Science Grades 4-6	17.5	35.9	35.0	7.6	4.0	3.55 (1.00)
Social Studies Grades 4-6	19.3	45.6	23.7	8.8	2.6	3.70 (0.97)
English Studies Grades 4-6	26.7	47.1	23.0	2.1	1.0	3.96 (0.82)
Total:	23.5	39.1	27.6	6.2	3.5	3.73 (1.00)

Item IIF10b: To what extent does the teacher's manual offer adequate evaluation procedures for assessing comprehension?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	26.4	37.9	25.8	8.1	1.8	3.79 (0.98)
Islamic Studies Grades 1-6	24.3	44.3	23.1	5.9	2.4	3.82 (0.95)
Arabic Studies Grades 4-6	13.9	38.7	31.2	12.1	4.0	3.46 (1.01)
Mathematics Grades 4-6	17.8	43.2	29.7	7.6	1.7	3.68 (0.91)
Science Grades 4-6	17.4	35.3	38.4	6.7	2.2	3.59 (0.93)
Social Studies Grades 4-6	18.4	45.6	20.2	11.4	4.4	3.62 (1.05)
English Studies Grades 4-6	30.8	43.8	21.1	3.2	1.1	4.00 (0.87)
Total:	23.0	40.1	27.4	7.5	2.1	3.74 (0.96)

Item IIF10c: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to analyze?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.4	36.9	25.1	9.8	2.8	3.72 (1.04)
Islamic Studies Grades 1-6	20.5	38.9	26.6	10.2	3.7	3.62 (1.04)
Arabic Studies Grades 4-6	12.0	30.3	34.3	16.6	6.9	3.24 (1.08)
Mathematics Grades 4-6	20.2	32.8	39.5	5.0	2.5	3.63 (0.95)
Science Grades 4-6	18.4	32.7	35.4	12.1	1.3	3.55 (0.97)
Social Studies Grades 4-6	22.1	35.4	28.3	9.7	4.4	3.61 (1.07)
English Studies Grades 4-6	27.2	35.6	26.2	8.9	2.1	3.77 (1.02)
Total:	21.9	35.6	28.9	10.4	3.1	3.63 (1.03)

Item IIF10d: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to apply?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.0	36.9	22.1	10.4	3.5	3.74 (1.07)
Islamic Studies Grades 1-6	23.6	35.0	26.6	9.3	5.5	3.62 (1.11)
Arabic Studies Grades 4-6	12.7	37.0	28.9	15.6	5.8	3.35 (1.07)
Mathematics Grades 4-6	20.3	35.6	32.2	7.6	4.2	3.60 (1.03)
Science Grades 4-6	17.8	32.9	32.4	14.2	2.7	3.49 (1.03)
Social Studies Grades 4-6	23.3	35.3	30.2	6.0	5.2	3.66 (1.06)
English Studies Grades 4-6	28.9	35.8	24.2	9.5	1.6	3.81 (1.01)
Total:	23.4	35.9	25.9	11.1	3.7	3.64 (1.07)

Item IIF10e: To what extent does the teacher's manual offer adequate evaluation procedures for assessing problem-solving ability?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	29.7	27.5	11.9	6.0	3.56 (1.16)
Islamic Studies Grades 1-6	15.8	38.5	23.5	11.3	10.9	3.37 (1.20)
Arabic Studies Grades 4-6	10.1	24.3	40.2	14.8	10.7	3.08 (1.10)
Mathematics Grades 4-6	18.6	32.7	30.1	11.5	7.1	3.44 (1.13)
Science Grades 4-6	16.0	29.2	35.2	13.7	5.9	3.36 (1.09)
Social Studies Grades 4-6	17.9	39.3	25.9	8.9	8.0	3.50 (1.13)
English Studies Grades 4-6	23.8	28.6	30.7	10.1	6.9	3.52 (1.16)
Total:	20.3	30.3	30.1	12.1	7.3	3.44 (1.15)

Item IIF11: To what extent are a variety of evaluation methods (besides paper and pencil tests) suggested?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.6	30.5	26.9	10.8	9.1	3.47 (1.21)
Islamic Studies Grades 1-6	17.4	30.9	25.7	17.0	9.1	3.30 (1.21)
Arabic Studies Grades 4-6	9.8	19.5	36.8	20.7	13.2	2.92 (1.15)
Mathematics Grades 4-6	18.0	33.3	31.5	6.3	10.8	3.41 (1.18)
Science Grades 4-6	14.0	28.1	37.1	12.2	8.6	3.27 (1.11)
Social Studies Grades 4-6	14.3	31.3	33.9	12.5	8.0	3.31 (1.12)
English Studies Grades 4-6	22.3	38.3	31.9	4.8	2.7	3.73 (0.95)
Total:	19.0	29.9	30.5	12.0	8.6	3.39 (1.17)

Part II Section F
Teacher Manual
(Supervisor)

Item IIF1: To what extent are special skills or training required before the teacher can use the teacher's manual?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	45.5	22.7	4.5	2.3	3.86 (0.93)
Islamic Studies Grades 1-6	19.0	57.1	19.0	0.0	4.8	3.86 (0.91)
Arabic Studies Grades 4-6	20.8	54.2	25.0	0.0	0.0	3.96 (0.69)
Mathematics Grades 4-6	19.2	42.3	26.9	3.8	7.7	3.62 (1.10)
Science Grades 4-6	26.9	42.3	26.9	3.8	0.0	3.92 (0.85)
Social Studies Grades 4-6	27.3	45.5	22.7	4.5	0.0	3.96 (0.84)
English Studies Grades 4-6	40.0	40.0	15.0	5.0	0.0	4.15 (0.88)
Total:	25.1	46.4	23.0	3.3	2.2	3.89 (0.90)

Item IIF2a: In the teacher's manual, to what degree are subject-matter topics and activities presented in a coherent, step-by-step manner?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.4	45.5	15.9	2.3	0.0	4.16 (0.78)
Islamic Studies Grades 1-6	23.8	57.1	19.0	0.0	0.0	4.05 (0.67)
Arabic Studies Grades 4-6	28.0	44.0	28.0	0.0	0.0	4.00 (0.76)
Mathematics Grades 4-6	25.9	59.3	14.8	0.0	0.0	4.11 (0.64)
Science Grades 4-6	34.6	61.5	3.8	0.0	0.0	4.31 (0.55)
Social Studies Grades 4-6	30.4	60.9	8.7	0.0	0.0	4.22 (0.60)
English Studies Grades 4-6	23.8	52.4	23.8	0.0	0.0	4.00 (0.71)
Total:	29.9	53.5	16.0	0.5	0.0	4.13 (0.68)

Item IIF2b: In the teacher's manual, to what degree are instructional objectives stated?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.4	38.6	25.0	0.0	0.0	4.11 (0.78)
Islamic Studies Grades 1-6	31.8	54.5	13.6	0.0	0.0	4.18 (0.66)
Arabic Studies Grades 4-6	37.5	45.8	16.7	0.0	0.0	4.21 (0.72)
Mathematics Grades 4-6	25.9	55.6	18.5	0.0	0.0	4.07 (0.68)
Science Grades 4-6	34.6	57.7	7.7	0.0	0.0	4.27 (0.60)
Social Studies Grades 4-6	27.3	31.8	36.4	4.5	0.0	3.82 (0.91)
English Studies Grades 4-6	9.5	47.6	28.6	14.3	0.0	3.52 (0.87)
Total:	30.1	46.8	21.0	2.2	0.0	4.05 (0.77)

Item IIF2c (i): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to the teacher only?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.0	42.9	19.0	7.1	0.0	3.98 (0.90)
Islamic Studies Grades 1-6	42.9	33.3	14.3	0.0	9.5	4.00 (1.23)
Arabic Studies Grades 4-6	36.8	31.6	26.3	5.3	0.0	4.00 (0.94)
Mathematics Grades 4-6	21.7	65.2	13.0	0.0	0.0	4.09 (0.60)
Science Grades 4-6	37.5	50.0	12.5	0.0	0.0	4.25 (0.68)
Social Studies Grades 4-6	20.0	45.0	30.0	5.0	0.0	3.80 (0.83)
English Studies Grades 4-6	10.0	50.0	25.0	15.0	0.0	3.55 (0.89)
Total:	29.0	45.6	19.5	4.7	1.2	3.96 (0.89)

Item IIF2c (ii): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to both the teacher and the student?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	31.8	25.0	25.0	13.6	4.5	3.66 (1.20)
Islamic Studies Grades 1-6	9.5	52.4	28.6	4.8	4.8	3.57 (0.93)
Arabic Studies Grades 4-6	31.8	36.4	27.3	4.5	0.0	3.96 (0.90)
Mathematics Grades 4-6	17.4	26.1	39.1	17.4	0.0	3.44 (0.99)
Science Grades 4-6	12.5	41.7	41.7	0.0	4.2	3.58 (0.88)
Social Studies Grades 4-6	19.0	42.9	23.8	9.5	4.8	3.62 (1.07)
English Studies Grades 4-6	36.4	31.8	27.3	4.5	0.0	4.00 (0.93)
Total:	23.7	35.0	29.9	8.5	2.86	3.68 (1.02)

Item IIF2d: In the teacher's manual, to what degree are instructional objectives related to the subject matter?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	38.1	45.2	14.3	0.0	2.4	4.17 (0.85)
Islamic Studies Grades 1-6	19.0	57.1	14.3	9.5	0.0	3.86 (0.85)
Arabic Studies Grades 4-6	26.1	34.8	34.8	0.0	4.5	3.78 (1.00)
Mathematics Grades 4-6	29.6	55.6	11.1	0.0	3.7	4.07 (0.87)
Science Grades 4-6	28.0	52.0	16.0	0.0	4.0	4.00 (0.91)
Social Studies Grades 4-6	17.4	56.4	21.7	4.3	0.0	3.87 (0.76)
English Studies Grades 4-6	38.1	28.6	28.6	4.6	0.0	4.00 (0.95)
Total:	29.1	47.3	19.2	2.2	2.2	3.99 (0.88)

Item IIF2e: In the teacher's manual, to what degree are objectives and procedures consistent?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.4	43.2	13.6	6.8	0.0	4.09 (0.88)
Islamic Studies Grades 1-6	27.3	50.0	22.7	0.0	0.0	4.05 (0.72)
Arabic Studies Grades 4-6	30.4	56.5	13.0	0.0	0.0	4.17 (0.65)
Mathematics Grades 4-6	24.0	56.0	16.0	4.0	0.0	4.00 (0.76)
Science Grades 4-6	19.2	69.2	11.5	0.0	0.0	4.08 (0.56)
Social Studies Grades 4-6	14.3	52.4	33.3	0.0	0.0	3.81 (0.68)
English Studies Grades 4-6	33.3	42.9	14.3	9.5	0.0	4.00 (0.95)
Total:	27.5	52.2	17.0	3.3	0.0	4.04 (0.76)

Item IIF2f (i): In the teacher's manual, to what degree are major learning outcomes cognitive in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	40.9	38.6	18.2	2.3	0.0	4.18 (0.82)
Islamic Studies Grades 1-6	18.2	59.1	22.7	0.0	0.0	3.96 (0.65)
Arabic Studies Grades 4-6	13.0	69.6	17.4	0.0	0.0	3.96 (0.56)
Mathematics Grades 4-6	29.6	55.6	14.8	0.0	0.0	4.15 (0.66)
Science Grades 4-6	25.0	66.7	8.3	0.0	0.0	4.17 (0.57)
Social Studies Grades 4-6	13.6	68.2	18.2	0.0	0.0	3.96 (0.58)
English Studies Grades 4-6	28.6	28.6	23.8	14.3	4.8	3.62 (1.20)
Total:	26.2	53.6	17.5	2.2	0.5	4.03 [illegible]76)

Item IIF2f (ii): In the teacher's manual, to what degree are major learning outcomes affective in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.6	41.9	23.3	2.3	0.0	4.05 (0.82)
Islamic Studies Grades 1-6	22.7	63.6	13.6	0.0	0.0	4.09 (0.61)
Arabic Studies Grades 4-6	13.6	59.1	22.7	4.5	0.0	3.82 (0.73)
Mathematics Grades 4-6	15.4	50.0	26.9	7.7	0.0	3.73 (0.83)
Science Grades 4-6	16.0	52.0	32.0	0.0	0.0	3.84 (0.69)
Social Studies Grades 4-6	9.5	61.9	28.6	0.0	0.0	3.81 (0.60)
English Studies Grades 4-6	47.6	28.6	14.3	9.5	0.0	4.14 (1.01)
Total:	23.3	50.0	23.3	3.3	0.0	3.93 (0.77)

Item IIF2f (iii): In the teacher's manual, to what degree are major learning outcomes psychomotor in nature?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.9	39.5	25.6	0.0	0.0	4.09 (0.78)
Islamic Studies Grades 1-6	31.8	40.9	22.7	4.5	0.0	4.00 (0.87)
Arabic Studies Grades 4-6	13.0	60.9	17.4	8.7	0.0	3.78 (0.80)
Mathematics Grades 4-6	26.9	38.5	34.6	0.0	0.0	3.92 (0.80)
Science Grades 4-6	20.0	48.0	28.0	4.0	0.0	3.84 (0.80)
Social Studies Grades 4-6	13.6	63.6	13.6	4.5	4.5	3.77 (0.92)
English Studies Grades 4-6	36.4	27.3	9.1	13.6	13.6	3.59 (1.47)
Total:	26.2	44.8	22.4	4.4	2.2	3.89 (0.92)

Item IIF2g: In the teacher's manual, to what degree are suggestions given for a variety of activities and ideas for classroom use?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	50.0	22.7	2.3	4.5	3.80 (0.95)
Islamic Studies Grades 1-6	23.8	52.4	14.3	4.8	4.8	3.86 (1.01)
Arabic Studies Grades 4-6	26.1	52.2	8.7	13.0	0.0	3.91 (0.95)
Mathematics Grades 4-6	29.6	51.9	18.5	0.0	0.0	4.11 (0.70)
Science Grades 4-6	16.0	68.0	16.0	0.0	0.0	4.00 (0.58)
Social Studies Grades 4-6	9.1	54.5	31.8	0.0	4.5	3.64 (0.85)
English Studies Grades 4-6	14.3	23.8	14.3	33.3	14.3	2.91 (1.34)
Total:	20.2	50.8	18.6	6.6	3.8	3.77 (0.97)

Item IIF3a: To what degree does the teacher's manual effectively communicate the instructional objectives?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	33.3	43.6	17.9	2.6	2.6	4.03 (0.93)
Islamic Studies Grades 1-6	33.3	27.8	22.2	0.0	16.7	3.61 (1.42)
Arabic Studies Grades 4-6	12.0	64.0	20.0	0.0	4.0	3.80 (0.82)
Mathematics Grades 4-6	48.1	29.6	22.2	0.0	0.0	4.26 (0.81)
Science Grades 4-6	30.0	50.0	15.0	5.0	0.0	4.05 (0.83)
Social Studies Grades 4-6	4.8	61.9	23.8	9.5	0.0	3.62 (0.74)
English Studies Grades 4-6	9.1	22.7	31.8	13.6	22.7	2.82 (1.30)
Total:	25.6	43.0	21.5	4.1	5.8	3.79 (1.06)

Item IIF3b: To what degree does the teacher's manual effectively communicate the background needed to understand the subject matter?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.0	46.3	22.0	2.4	7.3	3.73 (1.07)
Islamic Studies Grades 1-6	15.8	42.1	31.6	0.0	10.5	3.53 (1.12)
Arabic Studies Grades 4-6	16.0	52.0	24.0	4.0	4.0	3.72 (0.94)
Mathematics Grades 4-6	30.8	53.8	11.5	3.8	0.0	4.12 (0.77)
Science Grades 4-6	8.3	62.5	29.2	0.0	0.0	3.79 (0.59)
Social Studies Grades 4-6	0.0	83.3	16.7	0.0	0.0	3.83 (0.38)
English Studies Grades 4-6	4.5	13.6	13.6	31.8	36.4	2.18 (1.22)
Total:	15.4	49.7	21.1	5.7	8.0	3.59 (1.07)

Item IIF3c: To what degree does the teacher's manual effectively communicate the subject matter itself?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	30.0	42.5	12.5	7.5	7.5	3.80 (1.18)
Islamic Studies Grades 1-6	10.0	40.0	30.0	10.0	10.0	3.30 (1.13)
Arabic Studies Grades 4-6	12.0	44.0	32.0	8.0	4.0	3.52 (0.96)
Mathematics Grades 4-6	30.8	53.8	15.4	0.0	0.0	4.15 (0.68)
Science Grades 4-6	8.7	60.9	26.1	4.3	0.0	3.74 (0.69)
Social Studies Grades 4-6	11.1	38.9	38.9	11.1	0.0	3.50 (0.86)
English Studies Grades 4-6	15.0	25.0	25.0	20.0	15.0	3.05 (1.32)
Total:	18.6	44.2	23.8	8.1	5.2	3.63 (1.04)

Item IIF4a: To what extent is the content of the teacher's manual presented clearly?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	15.8	57.9	7.9	10.5	7.9	3.63 (1.13)
Islamic Studies Grades 1-6	5.9	23.5	29.4	23.5	17.6	2.77 (1.20)
Arabic Studies Grades 4-6	12.5	54.2	8.3	16.7	8.3	3.46 (1.18)
Mathematics Grades 4-6	25.9	44.4	14.8	11.1	3.7	3.78 (1.09)
Science Grades 4-6	21.1	57.9	15.8	5.3	0.0	3.95 (0.78)
Social Studies Grades 4-6	10.0	45.0	40.0	0.0	5.0	3.55 (0.89)
English Studies Grades 4-6	38.1	33.3	19.0	4.8	4.8	3.95 (1.12)
Total:	18.7	47.0	17.5	10.2	6.6	3.61 (1.11)

Item IIF4b: To what extent is the content of the teacher's manual recent and timely?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	20.0	30.0	27.5	15.0	7.5	3.40 (1.19)
Islamic Studies Grades 1-6	10.0	40.0	30.0	10.0	10.0	3.30 (1.13)
Arabic Studies Grades 4-6	14.3	47.6	14.3	4.8	19.0	3.33 (1.35)
Mathematics Grades 4-6	15.4	38.5	26.9	15.4	3.8	3.46 (1.07)
Science Grades 4-6	4.5	72.7	9.1	4.5	9.1	3.59 (1.01)
Social Studies Grades 4-6	11.1	55.6	27.8	5.6	0.0	3.72 (0.75)
English Studies Grades 4-6	36.4	45.5	9.1	9.1	0.0	4.09 (0.92)
Total:	16.6	45.0	21.3	10.1	7.1	3.54 (1.10)

Item IIF5a: To what degree do you find the following deficiency in the teacher's manual? Presentation of subject matter is not orderly.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	12.5	17.5	27.5	20.0	22.5	2.78 (1.33)
Islamic Studies Grades 1-6	17.6	11.8	35.3	17.6	17.6	2.94 (1.35)
Arabic Studies Grades 4-6	12.0	28.0	32.0	8.0	20.0	3.04 (1.31)
Mathematics Grades 4-6	4.0	28.0	36.0	24.0	8.0	2.96 (1.02)
Science Grades 4-6	4.5	31.8	36.4	18.2	9.1	3.05 (1.05)
Social Studies Grades 4-6	16.7	38.9	33.3	5.6	5.6	3.56 (1.04)
English Studies Grades 4-6	26.1	34.8	34.8	0.0	4.3	3.78 (1.00)
Total:	12.9	26.5	32.9	14.1	13.5	3.11 (1.21)

Item IIF5b: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too confining for the teacher.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	10.5	21.1	31.6	18.4	18.4	2.87 (1.26)
Islamic Studies Grades 1-6	15.8	26.3	10.5	21.1	26.3	2.84 (1.50)
Arabic Studies Grades 4-6	13.6	13.6	36.4	22.7	13.6	2.91 (1.23)
Mathematics Grades 4-6	0.0	22.7	36.4	27.3	13.6	2.68 (1.00)
Science Grades 4-6	4.5	31.8	18.2	22.7	22.7	2.73 (1.28)
Social Studies Grades 4-6	15.8	47.4	21.1	15.8	0.0	3.63 (0.96)
English Studies Grades 4-6	23.8	28.6	28.6	9.5	9.5	3.48 (1.25)
Total:	11.7	26.4	27.0	19.6	15.3	2.99 (1.25)

Item IIF5c: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too vague and lacks direction for the teacher.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	12.5	17.5	30.0	17.5	22.5	2.80 (1.32)
Islamic Studies Grades 1-6	10.0	20.0	30.0	10.0	30.0	2.70 (1.38)
Arabic Studies Grades 4-6	8.7	30.4	34.8	8.7	17.4	3.04 (1.22)
Mathematics Grades 4-6	0.0	19.2	38.5	23.1	19.2	2.58 (1.03)
Science Grades 4-6	0.0	13.6	36.4	22.7	27.3	2.36 (1.05)
Social Studies Grades 4-6	10.0	50.0	15.0	20.0	5.0	3.40 (1.10)
English Studies Grades 4-6	19.0	23.8	38.1	19.0	0.0	3.43 (1.03)
Total:	8.7	23.8	32.0	17.4	18.0	2.88 (1.22)

Item IIF5d: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual does not clearly define the expected student outcomes.

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	19.0	14.3	33.3	16.7	16.7	3.02 (1.33)
Islamic Studies Grades 1-6	5.3	36.8	26.3	15.8	15.8	3.00 (1.20)
Arabic Studies Grades 4-6	18.2	40.9	22.7	13.6	4.5	3.55 (1.10)
Mathematics Grades 4-6	8.0	36.0	20.0	16.0	20.0	2.96 (1.31)
Science Grades 4-6	4.5	18.2	22.7	22.7	31.8	2.41 (1.26)
Social Studies Grades 4-6	14.3	28.6	28.6	21.4	7.1	3.21 (1.19)
English Studies Grades 4-6	14.3	52.4	23.8	4.8	4.8	3.67 (0.97)
Total:	12.7	30.3	26.1	15.8	15.2	3.10 (1.26)

Item IIF6a: To what degree are the ideas, suggestions and activities presented in the teacher's manual useful and relevant?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	25.0	45.0	27.5	0.0	2.5	3.90 (0.87)
Islamic Studies						
Grades 1-6	18.2	31.8	13.6	9.1	27.3	3.05 (1.53)
Arabic Studies						
Grades 4-6	12.0	44.0	28.0	12.0	4.0	3.48 (1.01)
Mathematics						
Grades 4-6	11.1	44.4	22.2	7.4	14.8	3.30 (1.24)
Science						
Grades 4-6	13.0	56.5	26.1	4.3	0.0	3.78 (0.74)
Social Studies						
Grades 4-6	10.0	35.0	35.0	15.0	5.0	3.30 (1.03)
English Studies						
Grades 4-6	22.7	40.9	22.7	13.6	0.0	3.73 (0.99)
Total:	16.8	43.0	25.1	7.8	7.3	3.54 (1.09)

Item IIF6b: To what degree are the ideas, suggestions, and activities presented in the teacher's manual practical to implement?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	30.8	38.5	25.6	5.1	0.0	3.95 (0.89)
Islamic Studies						
Grades 1-6	20.0	20.0	25.0	20.0	15.0	3.10 (1.37)
Arabic Studies						
Grades 4-6	4.2	50.0	33.3	8.3	4.2	3.42 (0.88)
Mathematics						
Grades 4-6	22.2	33.3	33.3	3.7	7.4	3.59 (1.12)
Science						
Grades 4-6	13.0	56.5	30.4	0.0	0.0	3.83 (0.65)
Social Studies						
Grades 4-6	4.5	54.5	18.2	18.2	4.5	3.36 (1.00)
English Studies						
Grades 4-6	59.1	22.7	13.6	4.5	0.0	4.36 (0.90)
Total:	22.6	39.5	26.0	7.9	4.0	3.69 (1.03)

Item IIF6c: To what degree are the ideas, suggestion, and activities presented in the teacher's manual interesting and enjoyed by the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	28.2	38.5	33.3	0.0	0.0	3.95 (0.79)
Islamic Studies Grades 1-6	27.8	11.1	27.8	27.8	5.6	3.28 (1.32)
Arabic Studies Grades 4-6	16.0	20.0	60.0	4.0	0.0	3.48 (0.82)
Mathematics Grades 4-6	7.4	37.0	44.4	3.7	7.4	3.33 (0.96)
Science Grades 4-6	18.2	22.7	54.5	4.5	0.0	3.55 (0.86)
Social Studies Grades 4-6	5.0	35.0	40.0	10.0	10.0	3.15 (1.04)
English Studies Grades 4-6	57.1	28.6	9.5	4.8	0.0	4.38 (0.87)
Total:	22.7	29.1	39.0	6.4	2.9	3.62 (1.00)

Item IIF6d: To what degree are the ideas, suggestions, and activities presented in the teacher's manual fully involving the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.7	44.7	18.4	13.2	0.0	3.79 (0.96)
Islamic Studies Grades 1-6	25.0	35.0	10.0	25.0	5.0	3.50 (1.28)
Arabic Studies Grades 4-6	8.3	50.0	29.2	12.5	0.0	3.54 (0.83)
Mathematics Grades 4-6	16.0	24.0	48.0	8.0	4.0	3.40 (1.00)
Science Grades 4-6	16.7	41.7	37.5	0.0	4.2	3.67 (0.92)
Social Studies Grades 4-6	0.0	50.0	35.0	5.0	10.0	3.25 (0.97)
English Studies Grades 4-6	40.0	30.0	20.0	0.0	10.0	3.90 (1.25)
Total:	18.7	39.8	28.1	9.4	4.1	3.60 (1.03)

Item IIF6e (i): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of below average students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	38.5	33.3	5.1	2.6	3.69 (0.95)
Islamic Studies Grades 1-6	5.3	47.4	21.1	10.5	15.8	3.16 (1.21)
Arabic Studies Grades 4-6	20.8	16.7	45.8	16.7	0.0	3.42 (1.02)
Mathematics Grades 4-6	14.8	33.3	40.7	7.4	3.7	3.48 (0.98)
Science Grades 4-6	5.6	38.9	33.3	22.2	0.0	3.28 (0.90)
Social Studies Grades 4-6	10.0	35.0	40.0	10.0	5.0	3.35 (0.99)
English Studies Grades 4-6	54.5	31.8	9.1	4.5	0.0	4.36 (0.85)
Total:	19.5	34.3	32.5	10.1	3.6	3.56 (1.03)

Item IIF6e (ii): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of average students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.4	29.3	43.9	2.4	0.0	3.76 (0.86)
Islamic Studies Grades 1-6	5.0	55.0	25.0	10.0	5.0	3.45 (0.95)
Arabic Studies Grades 4-6	17.4	30.4	47.8	4.3	0.0	3.61 (0.84)
Mathematics Grades 4-6	22.2	29.6	40.7	7.4	0.0	3.67 (0.92)
Science Grades 4-6	9.5	52.4	33.3	4.8	0.0	3.67 (0.73)
Social Studies Grades 4-6	23.5	47.1	23.5	0.0	5.9	3.82 (1.02)
English Studies Grades 4-6	10.0	40.0	25.0	20.0	5.0	3.30 (1.08)
Total:	17.2	38.5	36.1	6.5	1.8	3.63 (0.91)

Item IIF6e (iii): To what degree are the ideas, suggestions and activities presented in the teacher's manual suitable for the learning capabilities of superior students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	46.2	25.6	5.1	2.6	3.77 (0.93)
Islamic Studies Grades 1-6	13.3	53.3	20.0	0.0	13.3	3.53 (1.19)
Arabic Studies Grades 4-6	25.0	29.2	33.3	8.3	4.2	3.63 (1.10)
Mathematics Grades 4-6	30.8	30.8	34.6	3.8	0.0	3.89 (0.91)
Science Grades 4-6	5.6	33.3	55.6	5.6	0.0	3.39 (0.70)
Social Studies Grades 4-6	9.5	47.6	19.0	14.3	9.5	3.33 (1.16)
English Studies Grades 4-6	5.3	42.1	36.8	10.5	5.3	3.32 (0.95)
Total:	17.3	40.1	31.5	6.8	4.3	3.59 (0.99)

Item IIF7a: To what extent are the teaching materials and equipment suggested by the teacher's manual available?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	29.3	39.0	22.0	2.4	7.3	3.81 (1.12)
Islamic Studies Grades 1-6	45.0	25.0	25.0	0.0	5.0	4.05 (1.10)
Arabic Studies Grades 4-6	16.7	37.5	45.8	0.0	0.0	3.71 (0.75)
Mathematics Grades 4-6	33.3	25.9	33.3	3.7	3.7	3.82 (1.08)
Science Grades 4-6	13.6	27.3	54.5	4.5	0.0	3.50 (0.80)
Social Studies Grades 4-6	16.7	44.4	27.8	11.1	0.0	3.67 (0.91)
English Studies Grades 4-6	10.0	40.0	30.0	20.0	0.0	3.40 (0.94)
Total:	24.4	34.3	33.1	5.2	2.9	3.72 (0.99)

Item IIF7b (i): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the teacher?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.4	28.7	18.9	10.8	8.1	3.68 (1.27)
Islamic Studies Grades 1-6	23.8	47.6	14.3	14.3	0.0	3.81 (0.98)
Arabic Studies Grades 4-6	16.7	33.3	45.8	4.2	0.0	3.63 (0.82)
Mathematics Grades 4-6	29.6	11.1	51.9	7.4	0.0	3.63 (1.01)
Science Grades 4-6	14.3	42.9	33.3	9.5	0.0	3.62 (0.87)
Social Studies Grades 4-6	9.5	61.9	19.0	9.5	0.0	3.71 (0.78)
English Studies Grades 4-6	30.0	15.0	30.0	20.0	5.0	3.45 (1.28)
Total:	23.4	33.3	30.4	10.5	2.3	3.65 (1.03)

Item IIF7b (ii): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.1	33.3	28.2	10.3	5.1	3.59 (1.12)
Islamic Studies Grades 1-6	31.8	27.3	18.2	22.7	0.0	3.68 (1.17)
Arabic Studies Grades 4-6	13.0	47.8	30.4	8.7	0.0	3.65 (0.83)
Mathematics Grades 4-6	24.0	32.0	44.0	0.0	0.0	3.80 (0.82)
Science Grades 4-6	4.5	59.1	36.4	0.0	0.0	3.68 (0.57)
Social Studies Grades 4-6	25.0	25.0	37.5	12.5	0.0	3.63 (1.03)
English Studies Grades 4-6	35.0	40.0	15.0	5.0	5.0	3.95 (1.10)
Total:	22.2	37.7	29.9	8.4	1.8	3.70 (0.97)

Item IIF8a: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of listening?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.0	40.0	32.5	2.5	5.0	3.68 (1.00)
Islamic Studies Grades 1-6	19.0	52.4	19.0	4.8	4.8	3.76 (1.00)
Arabic Studies Grades 4-6	16.7	45.8	29.2	8.3	0.0	3.71 (0.86)
Mathematics Grades 4-6	30.8	30.8	34.6	3.8	0.0	3.89 (0.91)
Science Grades 4-6	13.6	36.4	40.9	9.1	0.0	3.55 (0.86)
Social Studies Grades 4-6	13.6	45.5	27.3	4.5	9.1	3.50 (1.10)
English Studies Grades 4-6	22.7	36.4	27.3	13.6	0.0	3.68 (1.00)
Total:	19.8	40.7	30.5	6.2	2.8	3.68 (0.95)

Item IIF8b: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of discussing?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	27.5	32.5	35.0	2.5	2.5	3.80 (0.97)
Islamic Studies Grades 1-6	26.3	31.6	26.3	5.3	10.5	3.58 (1.26)
Arabic Studies Grades 4-6	9.1	45.5	36.4	9.1	0.0	3.55 (0.80)
Mathematics Grades 4-6	3.8	61.5	26.9	7.7	0.0	3.62 (0.70)
Science Grades 4-6	18.2	45.5	36.4	0.0	0.0	3.82 (0.73)
Social Studies Grades 4-6	15.8	26.3	42.1	10.5	5.3	3.37 (1.07)
English Studies Grades 4-6	14.3	47.6	19.0	14.3	4.8	3.52 (1.08)
Total:	17.2	41.4	32.0	6.5	3.0	3.63 (0.94)

Item IIF8c: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of defining and explaining key terms and concepts?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	27.8	22.2	47.2	0.0	2.8	3.72 (0.97)
Islamic Studies Grades 1-6	15.0	30.0	25.0	10.0	20.0	3.10 (1.37)
Arabic Studies Grades 4-6	20.0	44.0	28.0	8.0	0.0	3.76 (0.88)
Mathematics Grades 4-6	21.7	47.8	26.1	4.3	0.0	3.87 (0.82)
Science Grades 4-6	21.1	42.1	36.8	0.0	0.0	3.84 (0.77)
Social Studies Grades 4-6	21.1	36.8	31.6	5.3	5.3	3.63 (1.07)
English Studies Grades 4-6	19.0	33.3	33.3	9.5	4.8	3.52 (1.08)
Total:	21.5	35.6	33.7	4.9	4.3	3.65 (1.01)

Item IIF8d: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of contrasting and comparing?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5	4	3	2	1	
	%	%	%	%	%	
All Subjects Grades 1-3	29.7	24.3	37.8	5.4	2.7	3.73 (1.05)
Islamic Studies Grades 1-6	11.8	41.2	17.6	11.8	17.6	3.18 (1.33)
Arabic Studies Grades 4-6	4.0	68.0	20.0	4.0	4.0	3.64 (0.81)
Mathematics Grades 4-6	26.9	34.6	26.9	11.5	0.0	3.77 (0.99)
Science Grades 4-6	16.7	33.3	45.8	4.2	0.0	3.58 (0.93)
Social Studies Grades 4-6	30.0	20.0	40.0	5.0	5.0	3.65 (1.14)
English Studies Grades 4-6	5.6	61.1	16.7	11.1	5.6	3.50 (0.99)
Total:	19.2	38.9	30.5	6.6	4.8	3.61 (1.02)

Item IIF8e: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of recognizing various methods to solve problems?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	14.7	23.5	52.9	5.9	2.9	3.41 (0.93)
Islamic Studies Grades 1-6	15.0	50.0	10.0	20.0	5.0	3.50 (1.15)
Arabic Studies Grades 4-6	4.2	45.8	41.7	8.3	0.0	3.46 (0.72)
Mathematics Grades 4-6	19.2	30.8	46.2	3.8	0.0	3.65 (0.85)
Science Grades 4-6	16.7	33.3	44.4	5.6	0.0	3.61 (0.85)
Social Studies Grades 4-6	16.7	27.8	44.4	11.1	0.0	3.50 (0.92)
English Studies Grades 4-6	10.0	35.0	40.0	10.0	5.0	3.35 (0.99)
Total:	13.7	34.4	41.3	8.8	1.9	3.49 (0.90)

Item IIF9a: To what degree is the teacher's manual helpful in promoting the teacher's understanding of the concept in order to be able to present it in class?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.1	39.5	28.9	5.3	5.3	3.66 (1.05)
Islamic Studies Grades 1-6	15.8	52.6	15.8	10.5	5.3	3.63 (1.07)
Arabic Studies Grades 4-6	8.3	54.2	33.3	4.2	0.0	3.67 (0.70)
Mathematics Grades 4-6	19.2	34.6	34.6	3.8	7.7	3.54 (1.10)
Science Grades 4-6	16.0	56.0	28.0	0.0	0.0	3.88 (0.67)
Social Studies Grades 4-6	5.3	26.3	63.2	5.3	0.0	3.32 (0.67)
English Studies Grades 4-6	29.4	29.4	11.8	23.5	5.9	3.53 (1.33)
Total:	16.7	42.3	31.0	6.5	3.6	3.62 (0.96)

Item IIF9b: To what degree is the teacher's manual helpful in suggesting new ideas to facilitate the students' understanding of the concepts?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	21.1	31.6	39.5	5.3	2.6	3.63 (0.97)
Islamic Studies						
Grades 1-6	22.2	33.3	33.3	11.1	0.0	3.67 (0.97)
Arabic Studies						
Grades 4-6	16.7	50.0	25.0	8.3	0.0	3.75 (0.85)
Mathematics						
Grades 4-6	25.0	37.5	37.5	0.0	0.0	3.88 (0.80)
Science						
Grades 4-6	21.1	21.1	57.9	0.0	0.0	3.63 (0.83)
Social Studies						
Grades 4-6	16.7	16.7	50.0	5.6	11.1	3.22 (1.17)
English Studies						
Grades 4-6	15.8	47.4	10.5	15.8	10.5	3.42 (1.26)
Total:	20.0	34.4	36.2	6.3	3.1	3.62 (0.98)

Item IIF9c: To what degree is the teacher's manual helpful in suggesting extra figures and charts to facilitate the concept acquisition?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects						
Grades 1-3	20.5	38.5	33.3	5.1	2.6	3.69 (0.95)
Islamic Studies						
Grades 1-6	33.3	23.8	38.1	0.0	4.8	3.81 (1.08)
Arabic Studies						
Grades 4-6	8.3	50.0	33.3	8.3	0.0	3.58 (0.78)
Mathematics						
Grades 4-6	18.5	40.7	33.3	7.4	0.0	3.70 (0.87)
Science						
Grades 4-6	17.4	17.4	60.9	4.3	0.0	3.48 (0.85)
Social Studies						
Grades 4-6	11.1	55.6	16.7	11.1	5.6	3.56 (1.04)
English Studies						
Grades 4-6	6.3	56.3	25.0	6.3	6.3	3.50 (0.97)
Total:	17.3	39.3	35.1	6.0	2.4	3.63 (0.92)

Item IIF9d: To what degree is the teacher's manual helpful in giving more examples and non-examples of each concept?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	17.5	37.5	42.5	2.5	0.0	3.70 (0.79)
Islamic Studies Grades 1-6	21.1	42.1	31.6	0.0	5.3	3.74 (0.99)
Arabic Studies Grades 4-6	0.0	60.0	32.0	8.0	0.0	3.52 (0.65)
Mathematics Grades 4-6	11.1	33.3	48.1	7.4	0.0	3.48 (0.80)
Science Grades 4-6	4.3	52.2	39.1	4.3	0.0	3.56 (0.66)
Social Studies Grades 4-6	5.0	30.0	45.0	20.0	0.0	3.20 (0.83)
English Studies Grades 4-6	5.6	22.2	38.9	22.2	11.1	2.89 (1.08)
Total:	9.9	40.1	40.1	8.1	1.7	3.48 (0.85)

Item IIF9e: To what degree is the teacher's manual helpful in suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	22.2	27.8	36.1	8.3	5.6	3.53 (1.11)
Islamic Studies Grades 1-6	25.0	30.0	30.0	5.0	10.0	3.55 (1.23)
Arabic Studies Grades 4-6	8.0	56.0	32.0	4.0	0.0	3.68 (0.69)
Mathematics Grades 4-6	15.4	46.2	30.8	3.8	3.8	3.65 (0.94)
Science Grades 4-6	16.0	40.0	28.0	12.0	4.0	3.52 (1.05)
Social Studies Grades 4-6	10.5	36.8	31.6	21.1	0.0	3.37 (0.96)
English Studies Grades 4-6	0.0	25.0	50.0	18.6	6.3	2.94 (0.85)
Total:	15.0	37.7	33.5	9.6	4.2	3.50 (1.00)

Item IIF9f: To what degree is the teacher's manual helpful in providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	29.5	29.5	36.4	2.3	2.3	3.82 (0.97)
Islamic Studies Grades 1-6	22.7	50.0	22.7	0.0	4.5	3.86 (0.94)
Arabic Studies Grades 4-6	4.0	52.0	32.0	12.0	0.0	3.48 (0.77)
Mathematics Grades 4-6	18.5	51.9	18.5	7.4	3.7	3.74 (0.98)
Science Grades 4-6	11.5	46.2	38.5	0.0	3.8	3.62 (0.85)
Social Studies Grades 4-6	19.0	19.0	38.1	19.0	4.8	3.29 (1.15)
English Studies Grades 4-6	0.0	21.1	57.9	15.8	5.3	2.95 (0.78)
Total:	16.8	38.6	34.2	7.1	3.3	3.59 (0.96)

Item IIF9g: To what degree is the teacher's manual helpful in providing the teacher with ideas and examples to design assessment of the student's progress?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	20.9	27.9	37.2	11.6	2.3	3.54 (1.03)
Islamic Studies Grades 1-6	22.7	68.2	9.1	0.0	0.0	4.14 (0.56)
Arabic Studies Grades 4-6	8.0	64.0	20.0	8.0	0.0	3.72 (0.74)
Mathematics Grades 4-6	29.6	44.4	18.5	3.7	3.7	3.93 (1.00)
Science Grades 4-6	24.0	40.0	36.0	0.0	0.0	3.88 (0.78)
Social Studies Grades 4-6	9.5	42.9	47.6	0.0	0.0	3.62 (0.67)
English Studies Grades 4-6	9.1	50.0	31.8	0.0	9.1	3.50 (1.01)
Total:	18.4	45.9	29.2	4.3	2.2	3.74 (0.88)

Item IIF10a: To what extent does the teacher's manual offer adequate evaluation procedures for assessing factual recall?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	50.0	29.5	0.0	0.0	3.91 (0.71)
Islamic Studies Grades 1-6	22.7	63.6	13.6	0.0	0.0	4.09 (0.61)
Arabic Studies Grades 4-6	20.0	40.0	36.0	4.0	0.0	3.76 (0.83)
Mathematics Grades 4-6	25.9	48.1	18.5	3.7	3.7	3.81 (0.97)
Science Grades 4-6	7.7	42.3	50.0	0.0	0.0	3.58 (0.64)
Social Studies Grades 4-6	13.0	60.9	21.7	4.3	0.0	3.83 (0.72)
English Studies Grades 4-6	9.1	50.0	31.8	9.1	0.0	3.59 (0.80)
Total:	17.5	50.3	29.1	2.6	0.5	3.82 (0.77)

Item IIF10b: To what extent does the teacher's manual offer adequate evaluation procedures for assessing comprehension?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	47.7	34.1	0.0	0.0	3.84 (0.71)
Islamic Studies Grades 1-6	27.3	54.5	13.6	4.5	0.0	4.05 (0.79)
Arabic Studies Grades 4-6	16.0	44.0	40.0	0.0	0.0	3.76 (0.72)
Mathematics Grades 4-6	18.5	48.1	22.2	7.4	3.7	3.70 (0.99)
Science Grades 4-6	13.0	52.2	34.8	0.0	0.0	3.78 (0.67)
Social Studies Grades 4-6	13.6	59.1	27.3	0.0	0.0	3.86 (0.64)
English Studies Grades 4-6	9.1	31.8	31.8	13.6	13.6	3.09 (1.19)
Total:	16.8	48.1	29.7	3.2	2.2	3.74 (0.85)

Item IIF10c: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to analyze?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	43.2	34.1	2.3	2.3	3.73 (0.87)
Islamic Studies Grades 1-6	22.7	54.5	18.2	4.5	0.0	3.96 (0.79)
Arabic Studies Grades 4-6	16.0	32.0	44.0	8.0	0.0	3.56 (0.87)
Mathematics Grades 4-6	18.5	48.1	33.3	0.0	0.0	3.85 (0.72)
Science Grades 4-6	7.7	34.6	53.8	3.8	0.0	3.46 (0.71)
Social Studies Grades 4-6	13.0	34.8	43.5	8.7	0.0	3.52 (0.85)
English Studies Grades 4-6	0.0	27.3	22.7	27.3	22.7	2.55 (1.14)
Total:	14.3	39.7	36.0	6.9	3.2	3.55 (0.93)

Item IIF10d: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to apply?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	23.3	39.5	32.6	2.3	2.3	3.79 (0.91)
Islamic Studies Grades 1-6	27.3	50.0	18.2	4.5	0.0	4.00 (0.82)
Arabic Studies Grades 4-6	12.5	45.8	29.2	8.3	4.2	3.54 (0.98)
Mathematics Grades 4-6	19.2	65.4	15.4	0.0	0.0	4.04 (0.60)
Science Grades 4-6	15.4	38.5	42.3	3.6	0.0	3.65 (0.80)
Social Studies Grades 4-6	9.1	45.5	36.4	9.1	0.0	3.55 (0.80)
English Studies Grades 4-6	10.0	35.0	20.0	30.0	5.0	3.15 (1.14)
Total:	17.5	45.4	28.4	7.1	1.6	3.70 (0.90)

Item IIF10e: To what extent does the teacher's manual offer adequate evaluation procedures for assessing problem-solving ability?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	14.0	32.6	41.9	9.3	2.3	3.47 (0.94)
Islamic Studies Grades 1-6	18.2	45.5	18.2	9.1	9.1	3.55 (1.18)
Arabic Studies Grades 4-6	13.0	34.8	39.1	13.0	0.0	3.48 (0.90)
Mathematics Grades 4-6	3.8	46.2	42.3	3.8	3.8	3.42 (0.81)
Science Grades 4-6	8.3	33.3	54.2	4.2	0.0	3.46 (0.72)
Social Studies Grades 4-6	4.3	26.1	43.5	26.1	0.0	3.09 (0.85)
English Studies Grades 4-6	10.0	50.0	25.0	10.0	5.0	3.50 (1.00)
Total:	10.5	37.6	38.7	10.5	2.8	3.43 (0.91)

Item IIF11: To what extent are a variety of evaluation methods (besides paper and pencil tests) suggested?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	9.8	29.3	29.3	22.0	9.8	3.07 (1.15)
Islamic Studies Grades 1-6	14.3	33.3	42.9	9.5	0.0	3.52 (0.87)
Arabic Studies Grades 4-6	12.0	24.0	40.0	12.0	12.0	3.12 (0.17)
Mathematics Grades 4-6	3.8	34.6	50.0	7.7	3.8	3.27 (0.83)
Science Grades 4-6	15.4	19.2	46.2	15.4	3.6	3.27 (1.04)
Social Studies Grades 4-6	4.3	27.3	54.5	9.1	4.5	3.18 (0.85)
English Studies Grades 4-6	15.8	42.1	31.6	5.3	5.3	3.58 (1.02)
Total:	10.6	29.4	41.1	12.8	6.1	3.26 (1.02)

Part II Section F
Teacher Manual
(Administrator)

Item IIF	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent are special skills or training required before the teacher can use the teacher's manual?	27.7	48.2	21.3	0.7	2.1	3.99 (0.85)
2. In the teacher's manual, to what degree are:						
a. subject matter topics and activities presented in a coherent, step-by-step manner?	28.5	45.1	20.8	5.6	0.0	3.97 (0.85)
b. instructional objectives stated?	31.9	42.6	19.1	6.4	0.0	4.00 (0.88)
c. if unstated, to what degree are instructional objectives obvious:						
(i) to the teacher only?	31.3	44.8	20.8	2.1	1.0	4.03 (0.84)
(ii) to both the teacher and the student?	20.0	35.4	30.8	12.3	1.5	3.60 (0.99)
d. instructional objectives related to the subject matter?	32.4	40.4	21.3	5.1	0.7	3.99 (0.90)
e. objectives and procedures consistent?	24.8	48.2	24.8	2.2	0.0	3.96 (0.77)
f. these major learning outcomes represented?						
(i) cognitive.	27.8	50.7	20.8	0.7	0.0	4.05 (0.74)
(ii) affective.	27.5	41.5	29.6	1.4	0.0	3.95 (0.79)
(iii) psychomotor.	24.3	39.3	30.7	5.0	0.7	3.81 (0.89)
g. suggestions given for a variety of activities and ideas for classroom use?	25.0	41.7	25.7	4.2	3.5	3.81 (0.98)
3. To what degree does the teacher's manual effectively communicate:						
a. the instructional objectives?	35.4	40.3	20.1	2.8	1.4	4.06 (0.89)
b. the background needed to understand the subject matter?	27.5	43.0	28.2	1.4	0.0	3.97 (0.79)
c. the subject matter itself?	25.0	40.3	29.2	4.2	1.4	3.83 (0.90)
4. To what extent is the content of the teacher's manual:						
a. presented clearly?	26.2	46.2	21.4	4.8	1.4	3.91 (0.89)
b. recent and timely?	26.4	35.4	29.2	7.6	1.4	3.78 (0.97)
5. To what degree do you find these deficiencies in the teacher's manual?						
a. Presentation of subject matter is not orderly.	9.7	23.6	35.4	20.1	11.1	3.01 (1.13)
b. Teacher's manual is too confining for the teacher.	10.5	18.9	35.0	16.1	19.6	2.85 (1.24)
c. Teacher's manual is too vague and lacks direction for the teacher.	7.8	19.9	27.7	24.8	19.9	2.71 (1.22)
d. Teacher's manual does not clearly defined the expected student outcomes.	9.0	22.2	27.8	16.0	25.0	2.74 (1.30)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIF	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
6. To what degree are the ideas, suggestions, and activities presented in the teacher's manual:						
a. useful and relevant?	24.0	41.1	26.7	4.8	3.4	3.77 (0.98)
b. practical to implement?	22.8	50.3	24.8	1.4	0.7	3.93 (0.77)
c. interesting and enjoyed by the students?	19.3	40.7	37.2	2.1	0.7	3.76 (0.81)
d. fully involving the students?	22.8	35.2	34.5	6.9	0.7	3.72 (0.92)
e. suitable for the learning capabilities of:						
(i) below average students?	15.8	27.4	43.2	13.0	0.7	3.45 (0.93)
(ii) average students?	18.5	39.0	32.9	8.2	1.4	3.65 (0.92)
(iii) superior students?	32.2	37.1	26.6	2.1	2.1	3.95 (0.93)
7. To what extent are the teaching materials and equipment suggested by the teacher's manual:						
a. available?	14.6	31.3	38.2	9.7	6.3	3.38 (1.05)
b. easy to use:						
(i) by the teacher?	14.5	39.3	30.3	12.4	3.4	3.49 (1.00)
(ii) by the students?	10.5	37.8	31.5	16.1	4.2	3.34 (1.01)
8. To what extent do the materials and suggestions in the teacher's manual encourage development of the following instructional processes?						
a. Listening	16.7	44.4	27.1	9.0	2.8	3.63 (0.96)
b. Discussing.	21.9	47.3	26.0	4.1	0.7	3.86 (0.83)
c. Defining and explaining key terms and concepts.	23.3	45.9	27.4	1.4	2.1	3.87 (0.86)
d. Contrasting, comparing.	17.4	42.4	31.9	6.9	1.4	3.67 (0.89)
e. Recognizing various methods to solve problems.	18.1	37.5	29.9	11.8	2.8	3.56 (1.01)
9. To what degree is the teacher's manual helpful in:						
a. promoting the teacher's understanding of the concept in order to be able to present it in class?	27.4	44.5	20.5	6.2	1.4	3.90 (0.92)
b. suggesting new ideas to facilitate the students' understanding of the concepts?	19.9	41.8	28.8	8.2	1.4	3.71 (0.93)
c. suggesting extra figures and charts to facilitate the concept acquisition?	15.3	41.0	34.7	6.9	2.1	3.60 (0.90)
d. giving more examples and non-examples of each concept?	13.8	41.4	33.8	6.9	4.1	3.54 (0.96)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIF	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
9. To what degree is the teacher's manual helpful in (con't):						
e. suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?	20.7	34.3	38.6	5.7	0.7	3.69 (0.89)
f. providing the teacher with quidelines to design and select his own or the most relevant exampes and non-examples of the concept to be taught?	22.6	48.6	21.9	5.5	1.4	3.86 (0.88)
g. providing the teacher ideas and examples to design assessment of the student's progress?	23.3	45.9	24.0	4.1	2.7	3.83 (0.93)
10. To what extent does the teacher's manual offer adequate evaluation procedures for assessing:						
a. factual recall?	19.7	44.9	25.9	8.2	1.4	3.74 (0.92)
b. comprehension?	21.0	51.7	19.6	7.0	0.7	3.85 (0.86)
c. ability to analyze?	20.3	44.8	26.6	8.4	0.0	3.77 (0.87)
d. ability to apply?	22.1	44.8	24.8	7.6	0.7	3.80 (0.89)
e. problem-solving ability?	14.3	39.2	32.9	12.9	0.7	3.54 (0.92)
11. To what extent are a variety of evaluation methods (besides paper and pencil test) suggested?	13.5	34.0	38.3	10.6	3.5	3.43 (0.97)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part II Section G
Assessment
(Teachers)

Item IIG1a: To what degree does your student assessment plan use techniques and instruments such as nonwritten performance tests?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	16.7	31.2	32.8	10.7	8.5	3.37 (1.14)
Islamic Studies Grades 1-6	21.5	35.4	25.2	9.3	8.6	3.52 (1.18)
Arabic Studies Grades 4-6	12.6	28.6	35.4	12.0	11.4	3.19 (1.16)
Mathematics Grades 4-6	11.8	28.6	35.3	12.6	11.8	3.16 (1.16)
Science Grades 4-6	12.9	18.7	36.0	20.4	12.0	3.00 (1.18)
Social Studies Grades 4-6	16.1	31.4	32.2	11.0	9.3	3.34 (1.16)
English Studies Grades 4-6	22.3	34.7	31.1	7.8	4.1	3.63 (1.04)
Total:	16.6	30.5	32.5	11.5	8.9	3.34 (1.15)

Item IIG1b: To what degree does your student assessment plan use techniques and instruments such as objective tests?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.5	42.8	26.2	6.5	1.9	3.77 (0.93)
Islamic Studies Grades 1-6	25.3	47.5	20.2	5.1	2.0	3.89 (0.92)
Arabic Studies Grades 4-6	22.0	44.5	24.9	7.5	1.2	3.79 (0.91)
Mathematics Grades 4-6	16.7	53.3	25.8	3.3	0.8	3.82 (0.78)
Science Grades 4-6	22.3	47.8	24.6	4.9	0.4	3.87 (0.83)
Social Studies Grades 4-6	24.8	47.0	20.5	6.0	1.7	3.87 (0.92)
English Studies Grades 4-6	28.6	45.0	19.0	4.8	2.6	3.92 (0.95)
Total:	22.8	45.7	24.0	5.7	1.7	3.82 (0.91)

Item IIG1c: To what degree does your student assessment plan use techniques and instruments such as essay examinations?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	13.3	28.6	33.2	14.0	10.9	3.19 (1.17)
Islamic Studies Grades 1-6	20.3	35.7	28.5	10.3	5.2	3.56 (1.08)
Arabic Studies Grades 4-6	14.2	26.1	34.7	18.8	6.3	3.23 (1.10)
Mathematics Grades 4-6	6.7	35.3	31.1	15.1	11.8	3.10 (1.12)
Science Grades 4-6	13.3	26.1	33.9	18.3	8.3	3.18 (1.13)
Social Studies Grades 4-6	13.8	31.0	35.3	11.2	8.6	3.30 (1.11)
English Studies Grades 4-6	17.9	34.7	25.3	11.1	11.1	3.37 (1.22)
Total:	14.3	30.2	32.1	14.2	9.2	3.26 (1.15)

Item IIG1d: To what degree does your student assessment plan use techniques and instruments such as teacher observation?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	32.2	45.1	17.1	4.2	1.4	4.03 (0.89)
Islamic Studies Grades 1-6	35.2	44.9	15.0	3.1	1.7	4.09 (0.88)
Arabic Studies Grades 4-6	20.7	51.1	21.3	4.0	2.9	3.83 (0.90)
Mathematics Grades 4-6	22.9	48.3	21.2	5.9	1.7	3.85 (0.90)
Science Grades 4-6	23.6	40.9	28.6	4.5	2.3	3.79 (0.93)
Social Studies Grades 4-6	24.8	49.6	18.8	6.0	0.9	3.92 (0.87)
English Studies Grades 4-6	20.3	47.4	28.6	3.0	0.8	3.84 (0.81)
Total:	28.8	45.7	19.7	4.2	1.6	3.96 (0.89)

Item IIG2: To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.2	44.1	27.6	4.6	1.5	3.81 (0.98)
Islamic Studies Grades 1-6	28.1	44.1	20.1	5.7	2.0	3.91 (0.94)
Arabic Studies Grades 4-6	16.3	47.7	25.6	9.3	1.2	3.69 (0.90)
Mathematics Grades 4-6	13.4	37.8	42.0	5.9	0.8	3.57 (0.83)
Science Grades 4-6	16.2	44.1	32.9	5.0	1.8	3.68 (0.87)
Social Studies Grades 4-6	15.3	61.0	13.6	9.3	0.8	3.81 (0.84)
English Studies Grades 4-6	20.7	42.6	29.3	5.3	2.1	3.75 (0.92)
Total:	20.9	44.6	27.6	5.2	1.6	3.78 (0.89)

Item IIG3: To what degree have primary school teachers received In-Service or other training regarding assessment and performance measure?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	14.7	25.7	30.9	13.9	14.7	3.12 (1.25)
Islamic Studies Grades 1-6	15.9	27.9	25.6	14.3	16.3	3.13 (1.30)
Arabic Studies Grades 4-6	11.6	19.7	37.0	16.2	15.6	2.95 (1.21)
Mathematics Grades 4-6	10.8	21.7	39.2	15.8	12.5	3.03 (1.15)
Science Grades 4-6	9.9	28.4	30.2	16.2	15.3	3.01 (1.21)
Social Studies Grades 4-6	14.4	26.3	30.5	15.3	13.6	3.13 (1.24)
English Studies Grades 4-6	27.9	43.7	19.5	7.9	1.1	3.90 (0.94)
Total:	15.1	27.3	29.8	14.4	13.4	3.16 (1.24)

Item IIG4: To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	40.6	44.1	12.8	1.9	0.6	4.22 (0.78)
Islamic Studies Grades 1-6	39.8	45.3	12.1	1.4	1.4	4.21 (0.81)
Arabic Studies Grades 4-6	33.9	47.4	15.2	3.5	0.0	4.12 (0.79)
Mathematics Grades 4-6	38.0	43.8	15.7	1.7	0.8	4.17 (0.81)
Science Grades 4-6	35.6	45.2	14.6	2.7	1.8	4.10 (0.88)
Social Studies Grades 4-6	41.5	43.2	11.0	3.4	0.8	4.21 (0.84)
English Studies Grades 4-6	31.6	36.8	27.6	3.9	0.0	3.96 (0.87)
Total:	38.5	44.7	13.9	2.0	0.8	4.18 (0.81)

Item IIG5a: To what degree do your tests assess recall of facts?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	38.3	49.7	10.9	0.9	0.2	4.25 (0.70)
Islamic Studies Grades 1-6	40.8	46.9	10.8	1.4	0.0	4.27 (0.71)
Arabic Studies Grades 4-6	36.3	47.8	12.1	3.2	0.6	4.16 (0.81)
Mathematics Grades 4-6	33.9	49.5	12.8	1.8	1.8	4.12 (0.84)
Science Grades 4-6	31.9	50.6	14.5	2.4	0.6	4.11 (0.78)
Social Studies Grades 4-6	40.4	45.2	11.5	1.0	1.9	4.21 (0.83)
English Studies Grades 4-6	36.1	39.9	19.1	4.4	0.5	4.07 (0.88)
Total:	37.1	48.3	12.3	1.9	0.5	4.20 (0.76)

Item IIG5b: To what degree do your tests assess comprehension?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	39.7	46.2	11.9	1.2	0.9	4.23 (0.77)
Islamic Studies Grades 1-6	42.7	44.4	10.6	1.7	0.7	4.27 (0.77)
Arabic Studies Grades 4-6	33.9	44.8	15.5	4.6	1.1	4.06 (0.89)
Mathematics Grades 4-6	38.8	48.8	9.9	1.7	0.8	4.23 (0.76)
Science Grades 4-6	29.2	51.4	17.1	1.9	0.5	4.07 (0.76)
Social Studies Grades 4-6	42.1	43.0	12.3	1.8	0.9	4.24 (0.80)
English Studies Grades 4-6	35.3	43.3	18.7	2.7	0.0	4.11 (0.80)
Total:	37.3	46.9	13.2	1.9	0.7	4.18 (0.78)

Item IIG5c: To what degree do your tests assess ability to analyze?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	33.6	42.7	18.6	4.0	1.1	4.04 (0.88)
Islamic Studies Grades 1-6	34.7	42.2	18.8	2.2	2.2	4.05 (0.90)
Arabic Studies Grades 4-6	23.5	44.7	24.7	6.5	0.6	3.94 (0.88)
Mathematics Grades 4-6	29.2	46.9	19.5	3.5	0.9	4.00 (0.85)
Science Grades 4-6	24.1	41.0	26.1	6.4	1.5	3.81 (0.93)
Social Studies Grades 4-6	28.4	50.9	17.2	3.4	0.0	4.04 (0.77)
English Studies Grades 4-6	21.2	36.9	30.2	10.6	1.1	3.67 (0.97)
Total:	29.6	42.3	21.7	5.2	1.2	3.94 (0.91)

Item IIG5d: To what degree do your tests assess ability to apply?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.6	44.5	18.3	4.0	1.4	4.01 (0.89)
Islamic Studies Grades 1-6	35.1	36.4	24.7	2.1	1.7	4.01 (0.92)
Arabic Studies Grades 4-6	20.9	52.3	18.0	8.1	0.6	3.85 (0.87)
Mathematics Grades 4-6	27.5	52.5	15.8	2.5	1.7	4.02 (0.83)
Science Grades 4-6	22.9	40.8	27.8	7.2	1.3	3.77 (0.93)
Social Studies Grades 4-6	28.7	45.2	20.9	5.2	0.0	3.97 (0.84)
English Studies Grades 4-6	29.3	40.4	22.9	5.3	2.1	3.89 (0.96)
Total:	29.4	43.9	20.6	4.5	1.6	3.95 (0.91)

Item IIG5e: To what degree do your tests assess problem-solving?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.4	36.0	26.3	8.3	2.9	3.75 (1.03)
Islamic Studies Grades 1-6	30.5	31.2	23.5	10.2	4.6	3.73 (1.14)
Arabic Studies Grades 4-6	21.4	35.8	30.1	8.7	4.0	3.62 (1.04)
Mathematics Grades 4-6	23.5	37.0	28.6	8.4	2.5	3.71 (1.00)
Science Grades 4-6	22.0	35.4	29.1	11.2	2.2	3.64 (1.02)
Social Studies Grades 4-6	23.7	36.0	32.5	3.5	4.4	3.71 (1.01)
English Studies Grades 4-6	24.5	30.9	31.4	10.1	3.2	3.63 (1.06)
Total:	25.4	34.9	27.4	9.1	3.3	3.70 (1.05)

Item IIG6: To what extent is assessment of student achievement made interms of success in meeting objectives specified by the curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	24.4	46.2	24.9	3.3	1.2	3.89 (0.85)
Islamic Studies Grades 1-6	30.0	45.7	20.1	2.0	2.0	4.00 (0.88)
Arabic Studies Grades 4-6	19.9	53.4	21.0	4.0	1.7	3.86 (0.84)
Mathematics Grades 4-6	28.1	47.1	19.0	5.0	0.8	3.97 (0.87)
Science Grades 4-6	18.8	47.3	26.8	5.4	1.8	3.76 (0.88)
Social Studies Grades 4-6	26.7	51.7	18.1	3.4	0.0	4.02 (0.77)
English Studies Grades 4-6	21.8	45.2	28.2	3.7	1.1	3.83 (0.85)
Total:	23.8	47.5	23.7	3.6	1.3	3.89 (0.85)

Item IIG7: To what extent is student assessment used in revising and improving instructional activities?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	22.7	45.9	26.0	4.2	1.3	3.85 (0.86)
Islamic Studies Grades 1-6	27.6	43.7	19.8	5.8	3.1	3.87 (0.99)
Arabic Studies Grades 4-6	18.5	43.9	25.4	8.7	3.5	3.65 (0.99)
Mathematics Grades 4-6	23.0	45.9	25.4	4.1	1.6	3.84 (0.88)
Science Grades 4-6	19.7	42.6	27.8	7.6	2.2	3.70 (0.95)
Social Studies Grades 4-6	29.7	40.7	22.0	6.8	0.8	3.92 (0.93)
English Studies Grades 4-6	29.3	37.2	25.5	6.9	1.1	3.87 (0.95)
Total:	23.2	44.5	25.1	5.5	1.8	3.82 (0.91)

Item IIG8a: To what degree do you prefer that the tests in elementary school be made by teachers?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	51.9	30.9	12.5	2.8	1.8	4.29 (0.92)
Islamic Studies Grades 1-6	53.8	30.1	10.8	2.4	2.8	4.30 (0.96)
Arabic Studies Grades 4-6	47.1	34.3	11.0	3.5	4.1	4.17 (1.03)
Mathematics Grades 4-6	50.9	32.8	10.3	2.6	3.4	4.25 (0.99)
Science Grades 4-6	48.4	30.1	14.6	5.0	1.8	4.18 (0.98)
Social Studies Grades 4-6	56.4	23.9	12.8	5.1	1.7	4.28 (0.99)
English Studies Grades 4-6	54.3	25.0	13.0	4.3	3.3	4.23 (1.05)
Total:	51.5	30.5	12.4	3.2	2.4	4.26 (0.96)

Item IIG8b: To what degree do you prefer that the tests in elementary school be made by the school?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	30.4	30.5	8.2	12.7	3.33 (1.23)
Islamic Studies Grades 1-6	19.9	39.5	26.9	6.3	7.4	3.58 (1.10)
Arabic Studies Grades 4-6	19.5	36.0	28.7	6.7	9.1	3.50 (1.15)
Mathematics Grades 4-6	15.3	36.9	27.9	7.2	12.6	3.35 (1.20)
Science Grades 4-6	16.8	32.2	31.2	11.9	7.9	3.38 (1.14)
Social Studies Grades 4-6	13.2	28.3	31.1	13.2	14.2	3.13 (1.23)
English Studies Grades 4-6	16.6	31.4	21.7	11.4	18.9	3.15 (1.25)
Total:	17.9	33.0	29.2	8.4	11.5	3.37 (1.21)

Item IIG8c: To what degree do you prefer that the tests in elementary school be made by the school district?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	17.0	21.8	24.2	12.9	24.1	2.95 (1.41)
Islamic Studies Grades 1-6	23.0	23.7	29.0	10.2	14.1	3.31 (1.32)
Arabic Studies Grades 4-6	26.5	24.1	27.1	13.3	9.0	3.46 (1.26)
Mathematics Grades 4-6	21.7	19.1	21.7	9.6	27.8	2.97 (1.51)
Science Grades 4-6	19.6	22.0	27.3	14.8	16.3	3.14 (1.34)
Social Studies Grades 4-6	17.9	27.4	21.7	14.2	18.9	3.11 (1.38)
English Studies Grades 4-6	30.6	24.4	23.9	9.4	11.7	3.53 (1.33)
Total:	20.6	22.6	25.7	12.4	18.7	3.14 (1.38)

Item IIG9: To what degree do the existing examinations in your school and school district account for individual differences of students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	42.0	26.6	6.8	4.1	3.68 (1.01)
Islamic Studies Grades 1-6	24.9	45.3	21.8	4.5	3.5	3.84 (0.97)
Arabic Studies Grades 4-6	18.6	40.7	32.2	6.8	1.7	3.68 (0.91)
Mathematics Grades 4-6	20.2	39.5	28.6	7.6	4.2	3.64 (1.02)
Science Grades 4-6	16.8	35.5	39.3	5.5	2.7	3.58 (0.93)
Social Studies Grades 4-6	28.7	40.9	20.0	7.0	3.5	3.84 (1.03)
English Studies Grades 4-6	22.5	48.4	22.5	4.4	2.2	3.85 (0.90)
Total:	20.7	42.5	27.3	6.2	3.3	3.71 (0.97)

Item IIG10: To what extent do tests contain a few items simple enough for all students to answer?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	17.1	40.1	33.4	6.2	3.2	3.62 (0.95)
Islamic Studies Grades 1-6	21.9	35.6	31.8	3.8	6.8	3.62 (1.08)
Arabic Studies Grades 4-6	20.2	38.7	35.8	4.6	0.6	3.73 (0.86)
Mathematics Grades 4-6	17.4	39.7	36.4	5.0	1.7	3.66 (0.88)
Science Grades 4-6	17.0	38.6	37.2	5.4	1.8	3.64 (0.89)
Social Studies Grades 4-6	25.4	33.9	29.7	5.9	5.1	3.69 (1.08)
English Studies Grades 4-6	28.5	42.5	22.6	5.4	1.1	3.92 (0.91)
Total:	19.5	39.2	33.1	5.3	3.0	3.67 (0.94)

Item IIG11: To what extent are the tests designed to avoid reading rate and comprehension contamination?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	16.5	39.1	32.9	8.3	3.2	3.57 (0.97)
Islamic Studies Grades 1-6	17.3	38.2	29.0	7.8	7.8	3.50 (1.11)
Arabic Studies Grades 4-6	18.6	34.7	34.7	6.6	5.4	3.55 (1.04)
Mathematics Grades 4-6	15.1	42.0	34.5	5.0	3.4	3.61 (0.92)
Science Grades 4-6	19.6	38.3	31.8	7.5	2.8	3.65 (0.97)
Social Studies Grades 4-6	23.2	40.2	26.8	7.1	2.7	3.74 (0.98)
English Studies Grades 4-6	20.5	45.9	27.0	5.4	1.1	3.80 (0.87)
Total:	17.5	39.8	31.5	7.4	3.8	3.60 (0.98)

Item IIG12: To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	37.4	46.3	13.1	2.4	0.7	4.17 (0.80)
Islamic Studies Grades 1-6	36.9	44.7	15.9	1.0	1.4	4.15 (0.82)
Arabic Studies Grades 4-6	28.3	54.3	13.9	1.7	1.7	4.06 (0.81)
Mathematics Grades 4-6	38.5	39.3	15.4	3.4	3.4	4.06 (0.99)
Science Grades 4-6	35.3	44.3	18.1	0.9	1.4	4.11 (0.83)
Social Studies Grades 4-6	38.7	45.4	11.8	2.5	1.7	4.17 (0.86)
English Studies Grades 4-6	42.7	40.6	12.5	3.1	1.0	4.21 (0.86)
Total:	37.2	45.4	14.2	2.1	1.1	4.16 (0.82)

Item IIG13: To what degree are the test instructions clear and explicit?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	32.2	47.4	17.3	2.6	0.5	4.08 (0.80)
Islamic Studies Grades 1-6	40.7	45.3	11.7	1.7	0.7	4.24 (0.77)
Arabic Studies Grades 4-6	32.4	55.7	10.2	0.6	1.1	4.18 (0.72)
Mathematics Grades 4-6	29.2	55.0	13.3	2.5	0.0	4.11 (0.72)
Science Grades 4-6	26.8	47.8	20.5	2.7	2.2	3.94 (0.88)
Social Studies Grades 4-6	33.6	54.6	10.9	0.8	0.0	4.21 (0.66)
English Studies Grades 4-6	42.2	44.9	11.8	0.5	0.5	4.28 (0.73)
Total:	34.1	48.1	15.4	2.0	0.7	4.13 (0.79)

Item IIG14: To what extent are the test items clear and concise?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	33.2	44.3	18.2	3.2	1.1	4.05 (0.86)
Islamic Studies Grades 1-6	34.6	50.5	13.0	1.3	0.7	4.17 (0.75)
Arabic Studies Grades 4-6	23.9	59.1	13.6	2.8	0.6	4.03 (0.74)
Mathematics Grades 4-6	26.1	54.6	18.5	0.0	0.8	4.05 (0.72)
Science Grades 4-6	27.5	49.5	18.8	3.2	0.9	4.00 (0.82)
Social Studies Grades 4-6	39.5	47.1	11.8	1.7	0.0	4.24 (0.72)
English Studies Grades 4-6	37.2	42.6	16.0	3.2	1.1	4.12 (0.86)
Total:	32.1	47.7	16.7	2.6	0.9	4.08 (0.82)

Item IIG15: To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	30.8	51.2	15.5	2.1	0.4	4.10 (0.76)
Islamic Studies Grades 1-6	37.3	45.3	14.7	1.7	1.0	4.16 (0.81)
Arabic Studies Grades 4-6	27.6	53.4	14.9	2.9	1.1	4.03 (0.80)
Mathematics Grades 4-6	32.5	50.0	13.3	3.3	0.8	4.10 (0.81)
Science Grades 4-6	27.2	51.6	17.5	2.3	1.4	4.01 (0.82)
Social Studies Grades 4-6	33.9	48.3	13.6	3.4	0.8	4.11 (0.83)
English Studies Grades 4-6	20.0	40.6	34.4	2.2	2.8	3.73 (0.90)
Total:	30.3	49.2	17.2	2.3	0.9	4.06 (0.81)

Item IIG16a: To what degree are test grades based on criterion reference?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	21.5	41.7	27.0	5.2	4.6	3.70 (1.01)
Islamic Studies Grades 1-6	18.3	37.0	31.0	6.7	7.0	3.53 (1.08)
Arabic Studies Grades 4-6	23.8	35.7	28.0	4.2	8.3	3.63 (1.14)
Mathematics Grades 4-6	19.5	42.4	27.1	5.1	5.9	3.64 (1.04)
Science Grades 4-6	16.7	38.1	34.8	5.2	5.2	3.56 (1.00)
Social Studies Grades 4-6	22.2	42.7	24.8	7.7	2.6	3.74 (0.98)
English Studies Grades 4-6	17.6	48.3	27.3	4.5	2.3	3.74 (0.88)
Total:	20.3	40.5	28.5	5.5	5.2	3.65 (1.03)

Item IIG16b: To what degree are test grades based on normative reference?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	30.3	42.0	22.5	4.4	0.9	3.96 (0.88)
Islamic Studies Grades 1-6	27.9	44.9	19.4	5.7	2.1	3.91 (0.94)
Arabic Studies Grades 4-6	27.9	39.4	26.7	3.6	2.4	3.87 (0.95)
Mathematics Grades 4-6	30.5	39.8	25.4	0.8	3.4	3.93 (0.95)
Science Grades 4-6	39.3	28.2	26.2	3.9	2.4	3.87 (0.95)
Social Studies Grades 4-6	39.3	35.0	22.2	1.7	1.7	4.09 (0.92)
English Studies Grades 4-6	22.7	47.1	26.2	4.1	0.0	3.88 (0.80)
Total:	28.5	42.5	23.4	4.2	1.5	3.92 (0.90)

Item IIG17a: To what extent is the assessment method used throughout instruction designed to provide interim reports of student progress?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	36.2	42.1	15.8	3.3	2.7	4.06 (0.94)
Islamic Studies Grades 1-6	34.7	42.0	18.1	2.1	3.1	4.03 (0.95)
Arabic Studies Grades 4-6	31.9	44.2	17.2	3.7	3.1	3.98 (0.96)
Mathematics Grades 4-6	30.5	42.4	23.7	0.8	2.5	3.98 (0.90)
Science Grades 4-6	28.3	39.5	22.9	7.3	2.0	3.85 (0.98)
Social Studies Grades 4-6	36.1	37.8	21.8	2.5	1.7	4.04 (0.92)
English Studies Grades 4-6	30.7	46.0	19.9	2.8	0.6	4.03 (0.82)
Total:	33.4	42.4	18.4	3.3	2.4	4.01 (0.93)

Item IIG17b: To what extent is the assessment method used throughout instruction designed to provide specific diagnosis of student strengths and weaknesses?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.7	46.0	12.9	4.2	1.2	4.11 (0.87)
Islamic Studies Grades 1-6	35.9	43.9	14.3	3.5	2.4	4.07 (0.93)
Arabic Studies Grades 4-6	28.9	48.2	12.7	9.0	1.2	3.95 (0.94)
Mathematics Grades 4-6	29.1	47.9	20.5	1.7	0.9	4.03 (0.80)
Science Grades 4-6	29.1	41.7	24.3	2.4	2.4	3.93 (0.92)
Social Studies Grades 4-6	28.7	51.3	15.7	3.5	0.9	4.04 (0.82)
English Studies Grades 4-6	29.1	40.6	24.6	5.7	0.0	3.93 (0.88)
Total:	33.1	45.1	16.2	4.1	1.4	4.04 (0.89)

Item IIG17c: To what extent is the assessment method used throughout instruction designed to provide information to both the student and the teacher?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.7	42.9	17.3	2.6	2.6	4.05 (0.92)
Islamic Studies Grades 1-6	30.2	44.1	19.4	3.1	3.1	3.95 (0.95)
Arabic Studies Grades 4-6	22.0	48.8	20.8	4.8	3.6	3.81 (0.95)
Mathematics Grades 4-6	24.3	42.6	28.7	3.5	0.9	3.86 (0.86)
Science Grades 4-6	21.3	45.2	27.9	3.0	2.5	3.80 (0.90)
Social Studies Grades 4-6	33.3	41.9	20.5	2.6	1.7	4.03 (0.90)
English Studies Grades 4-6	36.9	39.8	17.6	5.7	0.0	4.08 (0.88)
Total:	30.6	43.6	20.0	3.4	2.4	3.97 (0.93)

Item IIG18: To what degree are final tests used to provide a basis on which grades for the course are assigned?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	31.9	45.5	15.8	4.1	2.7	4.00 (0.94)
Islamic Studies Grades 1-6	33.3	46.1	13.9	4.1	2.6	4.03 (0.94)
Arabic Studies Grades 4-6	24.1	44.9	25.3	4.4	1.3	3.86 (0.88)
Mathematics Grades 4-6	32.2	47.0	16.5	4.3	0.0	4.07 (0.81)
Science Grades 4-6	19.6	50.8	21.7	5.3	2.6	3.79 (0.91)
Social Studies Grades 4-6	32.5	41.2	19.3	6.1	0.9	3.98 (0.92)
English Studies Grades 4-6	34.9	43.2	17.8	3.0	1.2	4.08 (0.87)
Total:	29.7	46.3	17.7	4.3	2.1	3.97 (0.91)

Item IIG19: To what degree are tests used to provide data from which reports to parents and transcripts are prepared?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	38.9	43.5	13.6	2.5	1.4	4.16 (0.86)
Islamic Studies Grades 1-6	39.6	46.3	11.4	2.3	0.3	4.23 (0.77)
Arabic Studies Grades 4-6	36.8	47.4	14.6	0.6	0.6	4.19 (0.75)
Mathematics Grades 4-6	31.7	51.7	15.0	0.8	0.8	4.13 (0.75)
Science Grades 4-6	29.3	47.3	19.4	2.7	1.4	4.01 (0.85)
Social Studies Grades 4-6	42.7	42.7	14.5	0.0	0.0	4.28 (0.71)
English Studies Grades 4-6	31.5	44.2	23.8	0.6	0.0	4.07 (0.76)
Total:	36.5	45.6	14.9	2.0	1.0	4.15 (0.82)

Part II Section G
Assessment
(Supervisor)

Item IIG1a: To what degree does your student assessment plan use techniques and instruments such as nonwritten performance tests?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	2.3	32.6	41.9	11.6	11.6	3.02 (1.01)
Islamic Studies Grades 1-6	18.2	22.7	50.0	0.0	9.1	3.41 (1.10)
Arabic Studies Grades 4-6	4.0	32.0	32.0	4.0	28.0	2.80 (1.29)
Mathematics Grades 4-6	11.1	22.2	48.1	7.4	11.1	3.15 (1.10)
Science Grades 4-6	3.8	26.9	50.0	11.5	7.7	3.08 (0.94)
Social Studies Grades 4-6	4.3	30.4	26.1	17.4	21.7	2.78 (1.24)
English Studies Grades 4-6	11.8	35.3	35.3	17.6	0.0	3.41 (0.94)
Total:	7.1	29.0	41.0	9.8	13.1	3.07 (1.10)

Item IIG1b: To what degree does your student assessment plan use techniques and instruments such as objective tests?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	27.9	41.9	20.9	9.3	0.0	3.88 (0.93)
Islamic Studies Grades 1-6	23.8	71.4	4.8	0.0	0.0	4.19 (0.51)
Arabic Studies Grades 4-6	16.0	52.0	24.0	8.0	0.0	3.76 (0.83)
Mathematics Grades 4-6	25.9	59.3	14.8	0.0	0.0	4.11 (0.64)
Science Grades 4-6	23.1	57.7	15.4	3.8	0.0	4.00 (0.75)
Social Studies Grades 4-6	21.7	65.2	13.0	0.0	0.0	4.09 (0.60)
English Studies Grades 4-6	17.4	47.8	26.1	8.7	0.0	3.74 (0.86)
Total:	22.9	54.8	17.6	4.8	0.0	3.96 (0.77)

Item IIG1c: To what degree does your student assessment plan use techniques and instruments such as essay examinations?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	6.8	22.7	43.2	11.4	15.9	2.93 (1.13)
Islamic Studies Grades 1-6	18.2	63.6	13.6	4.5	0.0	3.96 (0.72)
Arabic Studies Grades 4-6	8.3	41.7	41.7	4.2	4.2	3.46 (0.88)
Mathematics Grades 4-6	18.5	44.4	33.3	3.7	0.0	3.78 (0.80)
Science Grades 4-6	3.8	30.8	46.2	11.5	7.7	3.12 (0.95)
Social Studies Grades 4-6	0.0	43.5	43.5	13.0	0.0	3.30 (0.70)
English Studies Grades 4-6	9.5	19.0	52.4	19.0	0.0	3.19 (0.87)
Total:	9.1	36.4	39.6	9.6	5.3	3.34 (0.96)

Item IIG1d: To what degree does your student assessment plan use techniques and instruments such as teacher observation?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.9	55.8	18.6	4.7	0.0	3.93 (0.77)
Islamic Studies Grades 1-6	22.7	40.9	36.4	0.0	0.0	3.86 (0.77)
Arabic Studies Grades 4-6	16.7	54.2	20.8	4.2	4.2	3.75 (0.94)
Mathematics Grades 4-6	25.9	55.6	14.8	3.7	0.0	4.04 (0.76)
Science Grades 4-6	3.8	69.2	26.9	0.0	0.0	3.77 (0.51)
Social Studies Grades 4-6	8.7	60.9	8.7	21.7	0.0	3.57 (0.95)
English Studies Grades 4-6	11.1	16.7	55.6	16.7	0.0	3.22 (0.88)
Total:	16.4	52.5	24.0	6.6	0.5	3.78 (0.82)

Item IIG2: To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.6	60.5	20.9	4.7	2.3	3.74 (0.82)
Islamic Studies Grades 1-6	18.2	36.4	40.9	4.5	0.0	3.68 (0.84)
Arabic Studies Grades 4-6	4.0	44.0	40.0	12.0	0.0	3.40 (0.76)
Mathematics Grades 4-6	14.8	51.9	33.3	0.0	0.0	3.82 (0.68)
Science Grades 4-6	11.5	50.0	30.8	3.8	3.8	3.62 (0.90)
Social Studies Grades 4-6	0.0	59.1	31.8	9.1	0.0	3.50 (0.67)
English Studies Grades 4-6	14.3	19.0	47.6	19.0	0.0	3.29 (0.96)
Total:	10.8	47.8	33.3	7.0	1.1	3.60 (0.81)

Item IIG3: To what degree have primary school teachers received In-Service or other training regarding assessment and performance measure?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.6	18.6	39.5	14.0	16.3	2.95 (1.21)
Islamic Studies Grades 1-6	9.5	14.3	47.6	28.6	0.0	3.05 (0.92)
Arabic Studies Grades 4-6	8.0	28.0	28.0	24.0	12.0	2.96 (1.17)
Mathematics Grades 4-6	11.5	38.5	42.3	3.8	3.8	3.50 (0.91)
Science Grades 4-6	3.8	23.1	42.3	11.5	19.2	2.81 (1.13)
Social Studies Grades 4-6	0.0	21.7	39.1	34.8	4.3	2.78 (0.85)
English Studies Grades 4-6	20.0	30.0	50.0	0.0	0.0	3.70 (0.80)
Total:	9.2	24.5	40.8	16.3	9.2	3.08 (1.07)

Item IIG4: To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.3	54.8	11.9	4.8	2.4	3.98 (0.90)
Islamic Studies Grades 1-6	20.0	50.0	30.0	0.0	0.0	3.90 (0.72)
Arabic Studies Grades 4-6	19.0	61.9	19.0	0.0	0.0	4.00 (0.63)
Mathematics Grades 4-6	23.1	50.0	19.2	7.7	0.0	3.89 (0.86)
Science Grades 4-6	12.5	66.7	12.5	8.3	0.0	3.83 (0.76)
Social Studies Grades 4-6	21.1	57.9	21.1	0.0	0.0	4.00 (0.67)
English Studies Grades 4-6	31.6	15.8	42.1	5.3	5.3	3.63 (1.17)
Total:	22.2	52.0	20.5	4.1	1.2	3.90 (0.83)

Item IIG5: To what degree do your tests assess recall of facts?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.5	55.2	10.3	0.0	0.0	4.24 (0.64)
Islamic Studies Grades 1-6	21.4	50.0	28.6	0.0	0.0	3.93 (0.73)
Arabic Studies Grades 4-6	6.3	75.0	18.8	0.0	0.0	3.88 (0.50)
Mathematics Grades 4-6	37.5	62.5	0.0	0.0	0.0	4.38 (0.50)
Science Grades 4-6	37.5	50.0	12.5	0.0	0.0	4.25 (0.68)
Social Studies Grades 4-6	15.4	61.5	23.1	0.0	0.0	3.92 (0.64)
English Studies Grades 4-6	35.3	23.5	23.5	5.9	11.8	3.65 (1.37)
Total:	28.1	53.7	15.7	0.8	1.7	4.06 (0.79)

Item IIG5b: To what degree do your tests assess comprehension?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	37.2	46.5	14.0	2.3	0.0	4.19 (0.76)
Islamic Studies Grades 1-6	27.3	50.0	18.2	4.5	0.0	4.00 (0.82)
Arabic Studies Grades 4-6	17.4	60.9	21.7	0.0	0.0	3.96 (0.64)
Mathematics Grades 4-6	33.3	55.6	3.7	3.7	3.7	4.11 (0.93)
Science Grades 4-6	29.2	62.5	8.3	0.0	0.0	4.21 (0.59)
Social Studies Grades 4-6	33.3	52.4	14.3	0.0	0.0	4.19 (0.68)
English Studies Grades 4-6	16.7	33.3	16.7	27.8	5.6	3.28 (1.23)
Total:	29.2	51.7	13.5	4.5	1.1	4.03 (0.84)

Item IIG5c: To what degree do your tests assess ability to analyze?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	38.6	27.3	9.1	0.0	3.80 (0.93)
Islamic Studies Grades 1-6	9.5	57.1	23.8	9.5	0.0	3.67 (0.80)
Arabic Studies Grades 4-6	17.4	56.5	13.0	13.0	0.0	3.78 (0.90)
Mathematics Grades 4-6	32.0	44.0	20.0	4.0	0.0	4.04 (0.84)
Science Grades 4-6	16.0	68.0	16.0	0.0	0.0	4.00 (0.58)
Social Studies Grades 4-6	4.8	47.6	33.3	14.3	0.0	3.43 (0.81)
English Studies Grades 4-6	22.2	5.6	27.8	16.7	27.8	2.78 (1.52)
Total:	19.2	45.8	23.2	9.0	2.8	3.70 (0.98)

Item IIG5d: To what degree do your tests assess ability to apply?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	26.2	47.6	19.0	7.1	0.0	3.93 (0.87)
Islamic Studies Grades 1-6	15.0	40.0	45.0	0.0	0.0	3.70 (0.73)
Arabic Studies Grades 4-6	9.5	38.1	47.6	4.8	0.0	3.52 (0.75)
Mathematics Grades 4-6	26.9	50.0	23.1	0.0	0.0	4.04 (0.72)
Science Grades 4-6	8.3	66.7	16.7	8.3	0.0	3.75 (0.74)
Social Studies Grades 4-6	10.0	40.0	40.0	10.0	0.0	3.50 (0.83)
English Studies Grades 4-6	38.9	27.8	22.2	5.6	5.6	3.89 (1.18)
Total:	19.9	45.6	28.7	5.3	0.6	3.79 (0.84)

Item IIG5e: To what degree do your tests assess problem-solving?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	11.4	36.4	29.5	13.6	9.1	3.27 (1.13)
Islamic Studies Grades 1-6	14.3	28.6	38.1	19.0	0.0	3.38 (0.97)
Arabic Studies Grades 4-6	17.4	39.1	26.1	13.0	4.3	3.52 (1.08)
Mathematics Grades 4-6	29.6	33.3	29.6	3.7	3.7	3.82 (1.04)
Science Grades 4-6	16.0	40.0	28.0	12.0	4.0	3.52 (1.05)
Social Studies Grades 4-6	14.3	19.0	38.1	28.6	0.0	3.19 (1.03)
English Studies Grades 4-6	52.4	23.8	14.3	4.8	4.8	4.14 (1.15)
Total:	20.9	32.4	29.1	13.2	4.4	3.52 (1.10)

Item IIG6: To what extent is assessment of student achievement made interms of success in meeting objectives specified by the curriculum?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	25.0	45.5	22.7	6.8	0.0	3.89 (0.87)
Islamic Studies Grades 1-6	22.7	45.5	27.3	4.5	0.0	3.86 (0.83)
Arabic Studies Grades 4-6	13.0	56.5	26.1	4.3	0.0	3.78 (0.74)
Mathematics Grades 4-6	14.8	48.1	37.0	0.0	0.0	3.78 (0.70)
Science Grades 4-6	15.4	46.2	26.9	7.7	3.8	3.62 (0.98)
Social Studies Grades 4-6	5.0	55.0	40.0	0.0	0.0	3.65 (0.59)
English Studies Grades 4-6	28.6	38.1	19.0	9.5	4.8	3.76 (1.14)
Total:	18.6	47.5	27.9	4.9	1.1	3.78 (0.85)

Item IIG7: To what extent is student assessment used in revising and improving instructional activities?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	20.5	43.2	27.3	6.8	2.3	3.73 (0.95)
Islamic Studies Grades 1-6	9.1	40.9	36.4	13.6	0.0	3.46 (0.86)
Arabic Studies Grades 4-6	17.4	39.1	34.8	8.7	0.0	3.65 (0.89)
Mathematics Grades 4-6	18.5	37.0	33.3	7.4	3.7	3.59 (1.01)
Science Grades 4-6	12.0	56.0	24.0	8.0	0.0	3.72 (0.79)
Social Studies Grades 4-6	15.8	31.6	31.6	15.8	5.3	3.37 (1.12)
English Studies Grades 4-6	30.4	52.2	13.0	4.3	0.0	4.09 (0.79)
Total:	18.0	43.2	28.4	8.7	1.6	3.67 (0.93)

Item IIG8a: To what degree do you prefer that the tests in elementary school be made by teachers?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects						
Grades 1-3	52.4	40.5	4.8	2.4	0.0	4.43 (0.70)
Islamic Studies						
Grades 1-6	42.9	19.0	9.5	4.8	23.8	3.52 (1.66)
Arabic Studies						
Grades 4-6	36.8	36.8	26.3	0.0	0.0	4.11 (0.81)
Mathematics						
Grades 4-6	36.0	44.0	12.0	8.0	0.0	4.08 (0.91)
Science						
Grades 4-6	33.3	25.0	33.3	8.3	0.0	3.83 (1.01)
Social Studies						
Grades 4-6	23.8	19.0	38.1	19.0	0.0	3.48 (1.08)
English Studies						
Grades 4-6	40.9	31.8	18.2	9.1	0.0	4.05 (1.00)
Total:	39.7	32.2	18.4	6.9	2.9	3.99 (1.06)

Item IIG8b: To what degree do you prefer that the tests in elementary school be made by the school?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects						
Grades 1-3	17.5	40.0	30.0	5.0	7.5	3.55 (1.09)
Islamic Studies						
Grades 1-6	26.3	31.6	26.3	10.5	5.3	3.63 (1.17)
Arabic Studies						
Grades 4-6	31.8	36.4	18.2	13.6	0.0	3.86 (1.04)
Mathematics						
Grades 4-6	16.7	50.0	29.2	4.2	0.0	3.75 (0.90)
Science						
Grades 4-6	17.4	43.5	26.1	4.3	8.7	3.57 (1.12)
Social Studies						
Grades 4-6	22.7	31.8	31.8	9.1	4.5	3.59 (1.10)
English Studies						
Grades 4-6	34.8	43.5	17.4	4.3	0.0	4.09 (0.85)
Total:	23.1	39.9	26.0	6.4	4.6	3.71 (1.04)

Item IIG8c: To what degree do you prefer that the tests in elementary school be made by the school district?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	15.4	15.4	38.5	12.8	17.9	2.97 (1.29)
Islamic Studies Grades 1-6	28.6	28.6	19.0	14.3	9.5	3.52 (1.33)
Arabic Studies Grades 4-6	28.6	19.0	23.8	19.0	9.5	3.38 (1.36)
Mathematics Grades 4-6	20.8	37.5	20.8	12.5	8.3	3.50 (1.22)
Science Grades 4-6	23.1	23.1	26.9	11.5	15.4	3.27 (1.37)
Social Studies Grades 4-6	17.4	21.7	26.1	26.1	8.7	3.13 (1.25)
English Studies Grades 4-6	9.5	42.9	23.8	19.0	4.8	3.33 (1.07)
Total:	20.0	25.7	26.9	16.0	11.4	3.27 (1.27)

Item IIG9: To what degree do the existing examinations in your school and school district account for individual differences of students?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	18.2	52.3	20.5	6.8	2.3	3.77 (0.91)
Islamic Studies Grades 1-6	13.6	54.5	27.3	4.5	0.0	3.77 (0.75)
Arabic Studies Grades 4-6	13.0	47.8	30.4	8.7	0.0	3.65 (0.83)
Mathematics Grades 4-6	32.0	52.0	12.0	4.0	0.0	4.12 (0.78)
Science Grades 4-6	16.7	50.0	25.0	4.2	4.2	3.71 (0.96)
Social Studies Grades 4-6	8.7	43.5	43.5	4.3	0.0	3.57 (0.73)
English Studies Grades 4-6	10.0	50.0	30.0	10.0	0.0	3.60 (0.82)
Total:	16.6	50.3	26.0	6.1	1.1	3.75 (0.84)

Item IIG10: To what extent do tests contain a few items simple enough for all students to answer?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	11.9	50.0	31.0	7.1	0.0	3.67 (0.79)
Islamic Studies Grades 1-6	18.2	54.5	27.3	0.0	0.0	3.91 (0.68)
Arabic Studies Grades 4-6	8.3	54.2	29.2	8.3	0.0	3.63 (0.77)
Mathematics Grades 4-6	25.9	51.9	22.2	0.0	0.0	4.04 (0.71)
Science Grades 4-6	19.2	34.6	30.8	15.4	1.8	3.58 (0.99)
Social Studies Grades 4-6	4.3	60.9	30.4	4.3	0.0	3.65 (0.65)
English Studies Grades 4-6	10.0	35.0	50.0	5.0	0.0	3.50 (0.76)
Total:	14.1	48.9	31.0	6.0	0.0	3.71 (0.78)

Item IIG11: To what extent are the tests designed to avoid reading rate and comprehension contamination?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	7.3	51.2	26.8	12.2	2.4	3.49 (0.90)
Islamic Studies Grades 1-6	27.3	54.5	18.2	0.0	0.0	4.09 (0.68)
Arabic Studies Grades 4-6	12.5	50.0	25.0	12.5	0.0	3.63 (0.88)
Mathematics Grades 4-6	11.1	55.6	29.6	3.7	0.0	3.74 (0.71)
Science Grades 4-6	20.0	40.0	32.0	4.0	4.0	3.68 (0.99)
Social Studies Grades 4-6	4.3	47.8	39.1	8.7	0.0	3.48 (0.73)
English Studies Grades 4-6	10.0	50.0	20.0	5.0	15.0	3.35 (1.23)
Total:	12.6	50.0	27.5	7.1	2.7	3.63 (0.89)

Item IIG12: To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	37.5	55.0	7.5	0.0	0.0	4.30 (0.61)
Islamic Studies Grades 1-6	31.8	68.2	0.0	0.0	0.0	4.32 (0.48)
Arabic Studies Grades 4-6	12.5	75.0	12.5	0.0	0.0	4.00 (0.51)
Mathematics Grades 4-6	33.3	44.4	22.2	0.0	0.0	4.11 (0.75)
Science Grades 4-6	52.2	39.1	4.3	4.3	0.0	4.39 (0.78)
Social Studies Grades 4-6	22.7	72.7	4.5	0.0	0.0	4.18 (0.50)
English Studies Grades 4-6	4.8	52.4	14.3	28.6	0.0	3.33 (0.97)
Total:	29.1	57.5	9.5	3.9	0.0	4.12 (0.73)

Item IIG13: To what degree are the test instructions clear and explicit?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	35.7	50.0	14.3	0.0	0.0	4.21 (0.68)
Islamic Studies Grades 1-6	31.8	59.1	9.1	0.0	0.0	4.23 (0.61)
Arabic Studies Grades 4-6	21.7	65.2	13.0	0.0	0.0	4.09 (0.60)
Mathematics Grades 4-6	29.6	63.0	7.4	0.0	0.0	4.22 (0.58)
Science Grades 4-6	32.0	60.0	8.0	0.0	0.0	4.24 (0.60)
Social Studies Grades 4-6	14.3	61.9	23.8	0.0	0.0	3.91 (0.63)
English Studies Grades 4-6	16.7	44.4	11.1	27.8	0.0	3.50 (1.10)
Total:	27.5	57.3	12.4	2.8	0.0	4.10 (0.71)

Item IIG14: To what extent are the test items clear and concise?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	34.1	46.3	19.5	0.0	0.0	4.15 (0.73)
Islamic Studies Grades 1-6	31.8	50.0	9.1	4.5	4.5	4.00 (1.02)
Arabic Studies Grades 4-6	17.4	52.2	21.7	8.7	0.0	3.78 (0.85)
Mathematics Grades 4-6	37.0	48.1	14.8	0.0	0.0	4.22 (0.70)
Science Grades 4-6	36.0	48.0	16.0	0.0	0.0	4.20 (0.71)
Social Studies Grades 4-6	14.3	71.4	14.3	0.0	0.0	4.00 (0.55)
English Studies Grades 4-6	13.6	36.4	31.8	18.2	0.0	3.46 (0.96)
Total:	27.6	49.7	18.2	3.9	0.6	4.00 (0.82)

Item IIG15: To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	17.1	51.2	26.8	4.9	0.0	3.81 (0.78)
Islamic Studies Grades 1-6	13.6	54.5	27.3	4.5	0.0	3.77 (0.75)
Arabic Studies Grades 4-6	13.0	52.2	26.1	8.7	0.0	3.70 (0.82)
Mathematics Grades 4-6	25.9	44.4	22.2	7.4	0.0	3.89 (0.89)
Science Grades 4-6	12.0	52.0	24.0	8.0	4.0	3.60 (0.96)
Social Studies Grades 4-6	13.6	31.8	50.0	0.0	4.5	3.50 (0.91)
English Studies Grades 4-6	33.3	20.0	20.0	26.7	0.0	3.60 (1.24)
Total:	17.7	45.7	28.0	7.4	1.1	3.71 (0.88)

Item IIG16a: To what degree are test grades based on criterion reference?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	10.0	47.5	20.0	10.0	12.5	3.33 (1.19)
Islamic Studies Grades 1-6	4.5	36.4	31.8	13.6	13.6	3.05 (1.13)
Arabic Studies Grades 4-6	13.6	27.3	45.5	13.6	0.0	3.41 (0.91)
Mathematics Grades 4-6	18.5	48.1	22.2	3.7	7.4	3.67 (1.07)
Science Grades 4-6	4.2	58.3	20.8	8.3	8.3	3.42 (1.02)
Social Studies Grades 4-6	9.1	27.3	31.8	31.8	0.0	3.14 (0.99)
Total:	10.2	42.0	27.4	12.7	7.6	3.34 (1.07)

Item IIG16b: To what degree are test grades based on normative reference?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	45.0	37.5	15.0	0.0	2.5	4.23 (0.89)
Islamic Studies Grades 1-6	36.4	50.0	4.5	9.1	0.0	4.14 (0.89)
Arabic Studies Grades 4-6	30.4	52.2	13.0	4.3	0.0	4.09 (0.79)
Mathematics Grades 4-6	37.0	51.9	11.1	0.0	0.0	4.26 (0.66)
Science Grades 4-6	48.0	32.0	16.0	4.0	0.0	4.24 (0.88)
Social Studies Grades 4-6	27.3	63.6	4.5	4.5	0.0	4.14 (0.71)
Total:	38.4	46.5	11.3	3.1	0.6	4.19 (0.81)

Item IIG17a: To what extent is the assessment method used throughout instruction designed to provide interim reports of student progress?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	37.5	52.5	5.0	5.0	0.0	4.23 (0.77)
Islamic Studies Grades 1-6	13.6	63.6	9.1	4.5	9.1	3.68 (1.09)
Arabic Studies Grades 4-6	27.3	50.0	18.2	4.5	0.0	4.00 (0.82)
Mathematics Grades 4-6	33.3	51.9	7.4	0.0	7.4	4.04 (1.06)
Science Grades 4-6	24.0	52.0	20.0	4.0	0.0	3.96 (0.79)
Social Studies Grades 4-6	9.1	72.7	18.2	0.0	0.0	3.91 (0.53)
Total:	25.9	56.3	12.0	3.2	2.5	4.00 (0.86)

Item IIG17b: To what extent is the assessment method used throughout instruction designed to provide specific diagnosis of student strengths and weaknesses?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	43.9	36.6	14.6	2.4	2.4	4.17 (0.95)
Islamic Studies Grades 1-6	19.0	42.9	28.6	9.5	0.0	3.71 (0.90)
Arabic Studies Grades 4-6	17.4	69.6	8.7	4.3	0.0	4.00 (0.57)
Mathematics Grades 4-6	29.6	51.9	14.8	3.7	0.0	4.07 (0.78)
Science Grades 4-6	16.0	48.0	24.0	8.0	4.0	3.64 (1.00)
Social Studies Grades 4-6	18.2	59.1	22.7	0.0	0.0	3.96 (0.65)
Total:	26.4	49.7	18.2	4.4	1.3	3.96 (0.86)

Item IIG17c: To what extent is the assessment method used throughout instruction designed to provide information to both the student and the teacher?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	24.4	48.8	22.0	2.4	2.4	3.90 (0.89)
Islamic Studies Grades 1-6	19.0	61.9	14.3	4.8	0.0	3.95 (0.74)
Arabic Studies Grades 4-6	20.0	45.0	25.0	10.0	0.0	3.75 (0.91)
Mathematics Grades 4-6	38.5	38.5	23.1	0.0	0.0	4.15 (0.78)
Science Grades 4-6	16.0	60.0	20.0	4.0	0.0	3.88 (0.73)
Social Studies Grades 4-6	23.8	28.6	42.9	0.0	4.8	3.67 (1.02)
Total:	24.0	47.4	24.0	3.2	1.3	3.90 (0.85)

Item IIG18: To what degree are final tests used to provide a basis on which grades for the course are assigned?

	Mostly	Frequently	Occasionally	Rarely	Never	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
All Subjects Grades 1-3	32.5	60.0	2.5	5.0	0.0	4.20 (0.72)
Islamic Studies Grades 1-6	40.9	54.5	4.5	0.0	0.0	4.36 (0.58)
Arabic Studies Grades 4-6	30.4	60.9	8.7	0.0	0.0	4.22 (0.60)
Mathematics Grades 4-6	37.0	44.4	11.1	7.4	0.0	4.11 (0.89)
Science Grades 4-6	32.0	40.0	28.0	0.0	0.0	4.04 (0.79)
Social Studies Grades 4-6	22.7	59.1	9.1	4.5	4.5	3.91 (0.97)
Total:	32.7	53.5	10.1	3.1	0.6	4.15 (0.77)

Item IIG19: To what degree are tests used to provide data from which reports to parents and transcripts are prepared?

	Mostly 5 %	Frequently 4 %	Occasionally 3 %	Rarely 2 %	Never 1 %	Mean (sd)
All Subjects Grades 1-3	43.6	46.3	2.4	4.9	2.4	4.24 (0.92)
Islamic Studies Grades 1-6	50.0	36.4	13.6	0.0	0.0	4.36 (0.73)
Arabic Studies Grades 4-6	42.9	47.6	4.8	4.8	0.0	4.29 (0.78)
Mathematics Grades 4-6	51.9	44.4	3.7	0.0	0.0	4.48 (0.58)
Science Grades 4-6	38.0	36.0	16.0	0.0	0.0	4.32 (0.75)
Social Studies Grades 4-6	31.8	59.1	4.5	4.5	0.0	4.18 (0.73)
Total:	44.9	44.9	7.0	2.5	0.6	4.31 (0.77)

Part II Section G
Assessment
(Administrator)

Item IIG	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what degree does your student assessment plan use techniques and instruments such as the following:						
a. nonwritten performance tests?	9.6	34.2	38.4	6.8	11.0	3.25 (1.09)
b. objective tests?	25.3	50.7	21.2	2.7	0.0	3.99 (0.76)
c. essay examination?	12.8	35.6	32.9	12.1	6.7	3.36 (1.07)
d. teacher observation?	19.3	49.0	25.5	3.4	2.8	3.79 (0.89)
2. To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?	14.2	43.9	36.5	3.4	2.0	3.65 (0.84)
3. To what degree have primary school teachers received In-Service or other training regarding assessment and performance measures?	8.1	24.8	39.6	14.8	12.8	3.01 (1.11)
4. To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?	21.0	54.5	22.4	0.7	1.4	3.93 (0.77)
5. To what degree do your tests assess:						
a. recall of facts?	22.6	65.1	11.3	0.9	0.0	4.09 (0.61)
b. comprehension?	21.9	57.5	18.5	1.4	0.7	3.99 (0.72)
c. ability to analyze?	17.0	49.0	29.9	2.7	1.4	3.78 (0.81)
d. ability to apply?	14.3	52.9	25.7	3.6	3.6	3.71 (0.89)
e. problem-solving?	15.3	39.6	31.9	8.3	4.9	3.52 (1.01)
6. To what extent is assessment of student achievement made in terms of success in meeting objectives specified by the curriculum?	11.8	55.6	25.0	6.3	1.4	3.70 (0.81)
7. To what extent is student assessment used in revising and improving instructional activities?	12.2	49.0	29.9	6.8	2.0	3.63 (0.86)
8. To what degree do you prefer that the tests in elementary school be made by:						
a. teachers?	49.0	32.4	13.1	2.1	3.4	4.21 (0.99)
b. the school?	17.1	42.1	30.0	9.3	1.4	3.64 (0.92)
c. the school district?	12.1	25.5	31.9	17.7	12.8	3.06 (1.20)
9. To what degree do the existing examinations in your school and school district account for individual differences of students?	15.2	45.5	33.8	4.8	0.7	3.70 (0.81)
10. To what extent do tests contain a few items simple enough for all students to answer?	15.3	44.4	34.0	5.6	0.7	3.68 (0.83)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Item IIG	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what extent are the tests designed to avoid reading rate and comprehension contamination?	11.1	47.2	31.9	6.3	3.5	3.56 (0.90)
12. To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?	27.9	57.9	13.6	0.0	0.7	4.12 (0.68)
13. To what degree are the test instructions clear and explicit?	18.9	55.4	23.6	2.0	0.0	3.91 (0.71)
14. To what extent are the test items clear and concise?	20.5	56.2	23.3	0.0	0.0	3.97 (0.66)
15. To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?	13.5	54.1	28.4	3.4	0.7	3.76 (0.75)
16. To what degree are test grades based on:						
a. criterion reference?	7.0	34.3	38.5	11.9	8.4	3.20 (1.02)
b. normative reference?	34.5	47.3	14.9	2.0	1.4	4.12 (0.83)
17. To what extent is the assessment method used throughout instruction designed to provide:						
a. interm reports of student progress?	25.9	46.9	20.4	4.8	2.0	3.90 (0.91)
b. specific diagnosis of student strengths and weaknesses?	26.9	51.0	17.9	3.4	0.7	4.00 (0.81)
c. information to both the student and the teacher?	14.5	53.8	24.8	6.9	0.0	3.76 (0.78)
18. To what degree are final tests used to provide a basis on which grades for the course are assigned?	28.1	54.1	13.7	3.4	0.7	4.06 (0.79)
19. To what degree are tests used to provide data from which reports to parents and transcripts are prepared?	33.8	51.4	13.4	0.7	0.7	4.17 (0.73)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part I Section A
Parent Information

Item IA	Percent Response
1. Sex:	
male	97.3
female	2.7
2. Nationality:	
Omani	89.2
Non-Omani	10.8
3. What level of education have you completed?	
University or College graduate	17.7
Secondary School graduate	21.9
Attended Secondary School but did not graduate	13.5
Finished Preparatory School	8.3
Attended Preparatory School but did not graduate	13.5
Finished Primary School	12.5
Attended Primary School but did not graduate	1.0
Can read and write but hold no certificate	11.5
3. In what school district do you live?	
Capital	29.7
Al Batyinah	15.8
Al Shargiyah	8.9
Al Dakhiliyah	13.9
Al Dhahivah	7.9
Al Roustaq	7.9
Al Wousta	6.9
Al Janoubiyah	4.0
Musandam	5.0

Item IA	Percent Response
5. How many children do you have registered in the Primary School?	
one	34.0
two	28.3
three	13.1
four	9.4
five	5.7
six	3.8
more than six	0.9
I do not have any children in Primary School	2.8
7. If you have children in Primary School, in what grade(s) is each of your children enrolled?	
first grade	25.4
second grade	14.3
third grade	6.3
fourth grade	9.5
fifth grade	3.2
sixth grade	41.3
8. Have you had children who have finished Primary School before 1978?	
yes	31.0
no	69.0
9. Do you know about the new Omani curriculum developed by the Ministry of Education after 1978?	
yes	80.4
no	19.6

Item IA	Percent Response
10. From what sources did you get your information about the new Omani curriculum? I heard about the Omani Curriculum:	
When I was asked to give my opinion about the Omani curriculum while it was developed.	6.8
From friends in the Ministry of Education and Youth Affairs.	20.5
From some of the teachers who instruct my child(ren).	13.6
Through information in the mass media.	20.5
When I assisted my child(ren) with their homework.	38.6
11. How frequently do you participate in teacher-parent meetings?	
All the time	37.8
Sometimes	45.6
Never	16.7

Part I Section B
Parent Opinion Survey

Item IB	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. My child has experienced difficulties with the new Omani curriculum in :						
a. Islamic Studies	9.4	5.9	32.9	9.4	42.4	2.31 (1.33)
b. Arabic	6.5	9.1	23.4	23.4	37.7	2.23 (1.23)
c. Social Studies	10.8	5.4	36.5	13.5	33.8	2.46 (1.31)
d. Mathematics	17.1	18.4	23.7	15.8	25.0	2.87 (1.43)
e. Science	22.2	21.1	30.0	8.9	17.8	3.21 (1.37)
f. English	26.1	13.0	27.5	13.0	20.3	3.12 (1.46)
2. My child is usually assigned enough homework.	30.1	15.1	24.7	9.6	20.5	3.25 (1.50)
3. My child usually encounters difficulties in doing his homework in the following subjects:						
a. Islamic Studies.	7.8	9.4	23.4	9.4	50.0	2.16 (1.35)
b. Arabic.	9.2	7.7	30.8	10.8	41.5	2.32 (1.34)
c. Social Studies.	8.6	11.4	25.7	18.6	35.7	2.39 (1.31)
d. Mathematics.	22.2	22.2	24.7	16.0	14.8	3.21 (1.36)
e. Science.	15.5	15.5	33.8	18.3	16.9	2.94 (1.29)
f. English.	20.3	14.5	33.3	13.0	18.8	3.04 (1.37)
4. I usually help my child in doing his homework, and find:						
a. there is too much homework.	10.0	11.4	34.3	17.1	27.1	2.60 (1.28)
b. it is difficult for the child to do the homework on his own.	22.4	11.8	32.9	6.6	26.3	2.97 (1.47)
c. I like to see the school work that the child does at home.	31.6	30.3	25.0	1.3	11.8	3.68 (1.27)
5. My child usually spends some time everyday studying the subject matter that was taught to him that day.	24.4	20.7	35.4	4.9	14.6	3.35 (1.31)
6. My child usually spends his time after he comes from school in:						
a. doing his homework only.	21.8	26.9	30.8	9.0	11.5	3.39 (1.25)
b. studying the material that he covered that day in school.	28.6	31.7	20.6	7.9	11.1	3.59 (1.29)
c. preparing for the next day's lessons.	22.4	23.9	22.4	11.9	19.4	3.18 (1.42)
d. doing activities related to the school curriculum.	13.5	14.9	37.8	20.3	13.5	2.95 (1.20)
e. watching TV and listening to the radio.	12.2	10.8	39.2	18.9	18.9	2.78 (1.23)
f. playing outside the house with his friends.	13.5	17.6	27.0	16.2	25.7	2.77 (1.37)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never

Item IB	Responses*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
7. Because my child's textbooks are interesting, I usually read his:						
a. Islamic Studies textbooks.	25.3	28.0	22.7	6.7	17.3	3.37 (1.39)
b. Arabic textbooks.	23.1	27.7	20.0	9.2	20.0	3.25 (1.44)
c. Social Studies textbooks.	21.6	17.6	28.4	14.9	17.6	3.11 (1.38)
d. Mathematics textbooks.	15.9	6.3	27.0	19.0	31.7	2.56 (1.41)
e. Science textbooks.	21.5	10.8	26.2	15.4	26.2	2.86 (1.48)
f. English textbooks.	23.4	18.8	23.4	9.4	25.0	3.06 (1.50)
8. I feel that the textbooks that my child studies are:						
a. well designed and printed.	25.7	50.0	12.2	2.7	9.5	3.80 (1.15)
b. attractive and interesting.	18.9	36.5	27.0	8.1	9.5	3.47 (1.17)
c. appropriate for his age.	20.3	33.8	24.3	8.1	13.5	3.39 (1.28)
9. I feel that the content of my child's textbooks is:						
a. well presented and easy to understand.	19.7	42.1	22.4	7.9	7.9	3.58 (1.13)
b. supported with illustrations and pictures to make it easy to follow.	24.4	39.0	17.1	11.0	8.5	3.60 (1.22)
c. written in a manner that makes it easy for the child to read and understand.	19.2	38.5	24.4	9.0	9.0	3.50 (1.17)
d. written in a direct and to the point manner.	19.7	28.9	27.6	10.5	13.2	3.32 (1.28)
e. suits the abilities of the child and stimulates his interest.	24.0	28.0	33.3	6.7	8.0	3.53 (1.17)
f. encourages the child to read.	22.2	37.5	26.4	8.3	5.6	3.63 (1.09)
g. motivates the child to do his homework.	23.6	26.4	30.6	12.5	6.9	3.47 (1.19)
10. I encourage may child to tell me about what goes on in his school.	33.8	24.3	18.9	8.1	14.9	3.54 (1.42)
11. My child always talks about the new Omani curriculum:						
a. enthusiastically.	20.5	32.9	23.3	13.7	9.6	3.41 (1.23)
b. negatively.	18.7	32.0	20.0	13.3	16.0	3.24 (1.34)
12. My child usually shows that he likes:						
a. the materials included in his textbooks.	25.3	33.3	26.7	9.3	5.3	3.64 (1.12)
b. the activities that he does related to the subject matter he is studying at school.	28.9	27.6	23.7	10.5	9.2	3.57 (1.27)
13. The Omani curriculum encourages my child to apply what he learned at school to everyday activities outside of school.	27.6	35.5	22.4	5.3	9.2	3.67 (1.20)
14. The Omani curriculum allows my child to grow intellectually from one year to the next.	29.6	38.3	21.0	4.9	6.2	3.80 (1.11)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never

Item IB	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. I usually assess my child's progress by :						
a. grade reports that he receives from the school.	39.0	28.0	22.0	3.7	7.3	3.88 (1.19)
b. meetings with his teachers.	26.0	32.5	31.2	3.9	6.5	3.68 (1.11)
16. I feel that my child's behavior has improved as the result of applying the Omani curriculum in the following situations:						
a. his interaction with the various family members.	21.7	43.4	25.3	3.6	6.0	3.71 (1.04)
b. his friends in the community.	23.6	30.6	27.8	12.5	5.6	3.54 (1.15)
c. his interactions with the teachers.	28.4	44.4	16.0	4.9	6.2	3.84 (1.09)
17. I feel that the Omani curriculum is suitable to educate my child, especially in introducing him to:						
a. the Islamic values.	39.3	37.1	13.5	1.1	9.0	3.97 (1.18)
b. the Arabic culture.	29.1	46.5	16.3	4.7	3.5	3.93 (0.98)
c. his Omani heritage.	35.4	37.8	14.6	2.4	9.8	3.87 (1.22)
d. modern science and technology.	19.7	28.8	25.8	13.6	12.1	3.30 (1.28)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never